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ABSTRACT

The articles in this journal, originally presented at the Speech Communication Association Convention in 1978, reflect the current trends and state of research in the field of speech communication. Based on information selected from publications, theses, dissertations, and convention programs, the 12 articles discuss research in the following areas: speech communication, forensics, interpersonal and small group communication, interpretation, mass communication, rhetoric and rhetorical theory, communication theory, speech and language sciences, and theatre. (MAI)

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THE ACA BULLETIN

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Communication Arts and Sciences:
A Review

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PRESIDENTIAL NOTES:
Research and the Department
Patti P. Gillespie

Research: 1: careful or diligent search 2: studious inquiry or examination; esp: investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in light of new facts, or practical application of such new or revised theories or laws.

The relationship between research and college/university teaching has been often asserted and almost universally acknowledged. Charles Fenton in an article entitled "The Sweet Sad Song of the Devoted College Teacher" (*AAUP Bulletin*: Winter, 1956) sets forth the usual arguments clearly and forcefully: "in performing research . . . (the college teacher) is as much simply exercising his professional obligation as attempting to extend the frontiers of mankind. . . . The teacher who honors and undertakes research is in reality and infinitely a more devoted teacher than his colleagues who bleats that research interferes with his . . . teaching. Such an interference is a thoroughly illogical and implausible one. Teaching and research are so entangled that they cannot and must not be separated. The college teacher who undertakes no research is not a teacher; he is but a keeper and a drillmaster and a friendly companion. The pedant does no more than bore his students. The stagnant college teacher, on the other hand, corrupts them by his own fluent superficiality."

Although the relationship between research and teaching has been rather well investigated, the connections between research and administration have been largely ignored. And yet, research impinges upon administration in a variety of areas. Three in particular are likely to become ever more significant in the coming decades: information processing, fund-raising, and personnel management.

Recent government regulations and state ufnding formulae have generated a need for extensive data collection and manipulation. Some scholars would argue that examining correlations between gender, rank, and salary and ratios between faculty, students, and administrators does not, in fact, constitute research. The word *research*, they argue, should be restricted to investigatory activity aimed at uncovering the fundamental "whys" of human action. Donald Bryant had something like this in mind when he annually cautioned his students not to confuse the role of the embryologist with that of the hen. At the other extreme are a number of people who view research as any process that causes a question to be answered. Accordingly, reading the latest popular history of the civil war is a form of research, since the reader is learning something and is gathering facts that can be applied to a later project. As administrators we cannot enter the fray of this continuing controversy, since our jobs require us to engage in both sorts of activity, whatever name we may ascribe to them.

Collecting and manipulating data has become so inextricably connected with educational administration that some department heads and deans can increasingly be heard to lament: "we have been divorced from faculty members and academic concerns and joined to paperwork and bureaucratic functionaries." Record keeping displaces curricular philosophy, and computer printouts banish professional journals as the daily fare of administrators. Indeed, management now seems far more involved with *information processing* than with *academic leadership*. Surely this trend is an unfortunate one, but until research in organizational communication, business systems, and perhaps psychology offers proven alternatives, the emphasis on paper and statistics seems unlikely to change.

Given the reality of administrator-as-processor-of-information, certain additional observations seem warranted. Many of us trained in the humanities do not possess (as a part of our graduate education) the tools for dealing effectively with the crunch of data. Unacquainted with how such figures are generated, we are at the mercy of their apparent conclusions. Yet, in order to maintain our competitive advantage over other departmental executives, we must take a crash course so that we may try to interpret data in the light most favorable to our department, and, if no such light is available, point out the flaws of the data as they are applied to us. Moreover, when we reject the implications of the numbers, we must be prepared to suggest alternative means of evaluating what we do, for we must reamin "accountable" to others for our program's growth or survival.

The alternative is to elect as administrators only those who come through statistical and computer training -- an idea with little appeal to many. Regrettably, we are currently manipulating numbers and ratios and percentages more regularly and facilely than is probably either necessary or good for us. Adjusting facts is keeping us so busy that we are failing to pose the penetrating questions that might help us get to the core of what I believe should be our job -- the academic leadership of our academic units.

Since Sputnik, research and administration have interlocked in another way that is at once challenging and disturbing. Department heads and deans have found themselves being evaluated in large part on their success in securing outside funding for their units. Administrators, often by default, have been charged with searching lists of funding sources and pointing their faculty toward the most appropriate and probable ones. Alternately, they havee been charged with *inventing* a project, the funds for which were already available, and then *persuading* a departmental team to undertake the project for the good of the unit -- even though the individual faculty had little interest in the particular problem to be investigated. All such projects call for administrators who possess familiarity with a maze of government regulations and display skill in establishing "audit trails."

The administrator who could secure grants for the department was deemed successful, but the success was often a mixed blessing: paper and xeroxing costs soared, faculty teaching and research time dwindled, and studies were undertaken because they brought money and personnel into the department rather than because they were innately valuable, intrinsically interesting, or moderately appealing to the faculty charged with their implementation. Most seriously of all, however, in many instances the result was a financial collaboration between universities and corporations or government agencies that may not have been in the best interests of free academic inquiry.

While administrators were juggling statistical summaries or chasing after ever-more-elusive outside funding, their concentration on academic leadership was necessarily lessened. Curricular

development and personnel issues cried for attention, but research needed to meet these challenges was not undertaken. Probably neither the courses we teach nor the means we use to teach them have been tested to determine if learning has occurred. Probably the program of faculty development that we institute (if we have time to attempt one) rests more on good will than on documented strategies. Examples of research needed for improved administration are endless. But let us consider only research at its interface with personnel management.

Certainly problems surrounding research and personnel management are not new, but they are magnified as university faculties become more stable, with fewer new positions authorized, fewer lateral transfers available among universities, and larger proportions of college faculties tenured. The patterns are familiar; but their seriousness has grown, as little new blood finds its way into academic units. While administrators can doubtless take action to assure that all non-tenured members contribute both in teaching and research, we can seldom exert enough forceful pressure to gain the same acquiescence from our recalcitrant tenured colleagues. The administrator must deal with tenured faculty members who continue to meet classes but who have ceased productive scholarship; less frequently, s/he must confront a senior scholar who proposes to abandon classroom work altogether in favor of full-time research. What is the best administrative posture? Should the administrator attempt to cajole or coerce every faculty member to engage in teaching and research in some resonable proportion? Or is the better strategy to strike a balance within a total faculty? or does it depend? and if so, on what? If a *balanced unit* is preferable to a number of *balanced individuals*, what is the best mix, the most desirable proportion of teaching and research faculty? As academe become more litigious and new positions scarcer, each new faculty appointment should probably reflect some administrative decisions about such matters. Unfortunately, so far as I can determine, hunches rather than facts inform the behavior of most administrators who face such problems. Of course, it can be said that each situation is different and that each administrator must simply try to do something sensible each time s/he encounters a personnel problem of this sort. But I believe research about the relationship between teaching and research would be useful -- even if the result is only to enshrine common sense.

Related but separable from the issue of an ideal teacher/scholar within the academic community is the administrator's charge to evaluate the research and publication of her/his non-tenured colleagues. Again, the problem is not a new one, but it is one made more severe by the financial picture of the coming decade. The constriction of collegiate populations with its consequent reduction in faculty positions causes an inordinate emphasis to be placed on each tenure decision: fewer positive decisions can be anticipated for years to come. Paralleling the increased difficulty of obtaining tenure is the continuing fragmentation of fields and the proliferation of sub-specialities. An administrator who could once confidently evaluate a young scholar's work finds her/himself unable to comprehend, let along judge, some presumably excellent research done by younger departmental colleagues. When an administrator lacks competence to provide a trustworthy, first-hand evaluation, how does s/he proceed? The reliability of outside evaluators depends on how they are selected. How can political considerations be made clearly secondary to scholarly ones in the process? How does the administrator evaluate the evaluators? Or should the administrator withold a personal recommendation in areas unrelated to his or her particular sub-speciality? If so, what is the role of the administrator in the building of a faculty? Surely cloning is not the answer. Perhaps the administrator should attend only to procedural matters in tenure decisions involving colleagues outside his/her own specialization. Far too much in the area of administrative evaluation of faculty appears now left to chance.

Where are the data that could help administrators who struggle daily with both the ethical and practical dimensions of such problems? Perhaps information exists in disciplines far afield from ours, but if so, assistance is needed to assimilate whatever is available. Data collection has not yet caught up to the needs of departmental and collegiate administrators, and data management is relatively unsophisticated. ACA, an organization formed to assist administrators, has already begun to address some of the issues raised here, but in coming years it must provide even greater leadership in the relatively unexplored area. In short, research undertaken by administrators about the problems and processes of administration is overdue. Surely the scholar/administrator should join the scholar/teacher as an ideal to be sought during the coming decades.

Research in Speech Communication: An Introduction

Beverly Whitaker Long

The articles in this issue of the *BULLETIN* were first presented at the SCA Convention in Minneapolis, November, 1978. Individuals from each of the SCA's nine divisions were invited to describe the current state of research as evidenced in 1977 publications and, when possible, theses, dissertations, and convention programs. The papers combined, then, should reflect our profession's current research trends.

The projected audience for the papers included not only specialists in a given area of research but also other members of the professional who wish to keep abreast of scholarship in areas in which they may have no active teaching or research interest. The need for this information seems especially pressing for administrators who must deal with diversity among their faculty and yet only rarely have time to stay up-to-date on scholarly activity in all of the areas represented in a department. Another group for whom this issue seems particularly appropriate are graduate students who frequently need a description and evaluation of the research in a specific area and just as often are asked to acquaint themselves with the broader picture of the interests embraced by the discipline of the communication arts and sciences.

The SCA Research Board is grateful to ACA for making the dissemination of these papers possible.

RESEARCH IN FORENSICS: REVIEWING 1977

James H. McBath, Michael Bartanen,
and John Gossett

One measure of an area of study is the scholarly research it produces and shares. In a field as diverse as speech communication, it is likely that much scholarship will be unknown to colleagues unless formal exchanges, such as this one, are conducted. Moreover, the dimensions of a subject area are perhaps best outlined by the research it undertakes and publishes.

The new NCES *Classification of Educational Subject Matter* defines forensics as "the study of the application of forms of argument to test ideas or reach decisions." Within SCA, the Forensics Division includes a wide range of teachers, practitioners, and scholars united by a common interest in the processes of reason giving to influence individual decisions and public policy. Research in forensics appearing in 1977 can be organized into four areas:

1. History and Practice of Argument. Included here is research into substantive debate; participants and their audiences; debate judges and their role in the educational process; and the history of educational debate in the United States.

2. Theories of Argumentation. In this section the focus is on research dealing with basic assumptions and principles underlying the theoretical foundations of argument. Included here are studies of debate analysis; logic and reasoning; models of argument; and ethical issues arising from delivery, use of evidence, and personal characteristics of debates.

3. Forensics in Academic Settings. The study of scholastic forensics includes research in instructional development in forensics education; administration and characteristics of forensic programs; objectives and criticisms of forensics; developments in contemporary forensic practices; contests and tournaments; and international debating.

4. Applied Argumentation. This section is concerned with the uses and applications of argumentation and debate outside the academy. Research in this area includes problems of legal argumentation; legislative and political debate; and debate participation as preparation for careers.

Method of the Study

The study began with a survey of relevant periodicals and indexes in order to determine the parameters of the topic area and its essential components. The next task was the development of two questionnaires that were distributed nationally: one went to directors of forensics, the other to chairmen of departments of speech communication. Directors were asked to list theses or dissertations done at their universities; workshops, seminars, or convention programs dealing with the subject area; and forensic-related articles published in non-speech journals. The same questions were asked of department chairmen, but they also were asked to state the research most needed in forensics as well as factors that inhibit such research.

In identifying the appropriate scholarship, these sources were consulted: convention programs from state and regional professional associations, indexes to journals that published forensics articles and the index of dissertations done in 1977. Finally, the comments, papers, essays, and books were examined and generalizations drawn for this report.

History and Practice of Argument

Research in the history and practice of argumentation often took the form of dissertations; several were in disciplines other than speech communication. Scholarship in substantive debate included historical-critical studies and analytical studies of contemporary argumentative situations.

Several dissertations traced the development of arguments in historical contexts. For example, Henry Citron (History, New York University) wrote "The Study of the Arguments of Interest Groups Which Opposed Federal Aid to Education from 1949-1965."[1] Another dissertation, completed at Princeton Theological Seminary discussed the debate over church policies during a critical period in the history of the Presbyterian Church.[2] Gerald Dzura (University of Pittsburgh) analyzed the public debate over school integration during the ten-year period, 1966-1976.[3] These studies, in various fields, used the study of arguments as a means of historical research.

A second group of dissertations about substantive debates comprised analytical studies of contemporary arguers, arguments, and debates. For example, Mary Ann Renz (Speech Communication, Wayne State University) analyzed the types of reasoning used by various participants in United Nations debates.[4] She studied the content of Security Council debates and drew generalizations about the reasoning employed by participants in constructing their arguments. David Piehl (Mass Communication, Northwestern University) weighed the arguments used by the competing factions in the landmark ITT-ABC merger case.[5] Finally, Donna Bamhill (Petroleum Engineering, University of Texas at Austin) analyzed the topic of petroleum company divestiture and the arguments presented by proponents and opponents.[6]

Another major area of research in the history and practice of argumentation is the study of judges and judging. Research typically was directed at the study of judges and judging of academic debates. Compilation of a booklet of judging philosophies embraced by critics at the National Debate Tournament generated research into various aspects of decision-making by judges

in academic debates. David Thomas surveyed judges at the 1977 NDT to determine their views on the role of counter-plans in contemporary debate.[7] Anita James formulated a methodology for using judging philosophies as the basis for futher field research in forensics.[8] The judging philosophy booklet itself was made available to students as a source of information about the attitudes and opinions of a broad segment of the judging community on contemporary issues in debate evaluation. Continuing the practice of earlier years, the final round of the National Debate Tournament was printed in the *Journal of the American Forensic Association*, accompanied by written critiques of the judges. The critiques provided commentary about the final round as well as contemporary debate practices.[9]

Judges and judging standards were considered in programs at state and regional conventions. The programs bore such titles as "Proposals for Determining Judge Competency."[10] and "Debates: How They are Judged--A Symposium."[11] Empirical studies of judging examined ballot feedback from two types of judges,[12] geographic distance as an influencing variable in judges' decisions,[13] and rating scales on debate ballots as a reflection of the decision-making behavior of judges.[14]

Theories of Argumentation

Much of the research in argumentation theory appeared in journals of professional associations, primarily the *Journal of the American Forensic Association*. Most were critical studies of approaches to argumentation theory. Representative examples of this type of research were provided by David Zarefsky (Northwestern University), who discussed "Alternative Models of the Process of Debate "[15] at regional conferences and published an essay on "The Role of Causal Argument in Policy Controversies."[16]

Much of the theory-centered discussion was on the nature and functions of rhetorical argument. An entire issue of JAFA was devoted to essays addressing the general theme of argumentation theory. In this edition, Daniel J. O'Keefe (University of Michigan, Ann Arbor) demonstrates different senses of argument in his essay "Two Concepts of Argument."[17] Wayne Brockriede (California State University, Fullerton) responded in an essay entitled "Characteristics of Arguments and Arguing."[18] An article on justification of claims, "Rhetorical Validity: An Analysis of Three Perspectives on the Justification of Rhetorical Argument,"[19] was presented by Ray E. McKerrow (University of Wisconsin, Madison). Other articles examined characteristics affecting the validity of rhetorical argument[20] and outlined approaches to the study of value claims in argument.[21]

While these essays were concerned with essentials of rhetorical argument, other research evaluated models for explaining argumentation theory. Charles W. Knuepper (University of Texas, San Antonio) responded to criticism of the Toulmin layout in "On Argument Diagrams,"[22] while Dale Hample (Western Illinois University) examined the relationship between the Toulmin model and syllogisms.[23]

Evidence, ethics, and speaker characteristics form a final cluster of theory-oriented scholarship. Two M.A. theses from Ohio University examined the impact of evidence. Kay Pietscher studied "The Effect of Evidence on Perception of Decisions,"[24] while Jim Wallace produced "A Study of 'Receiver' Criteria Employed in the Evaluation of Evidence."[25] Other studies were interested in participant behavior. In her M.A. thesis, Ann Weaver compared debater and judge perceptions in academic debate;[26] James Wilson (Florida State University) analyzed personality traits of college debaters;[27] and Charles Adams (University of Oregon) discussed sex bias in debate.[28]

Forensics in Academic Settings

More than a third of the research appearing in 1977 fell into this category. This not-surprising observation undoubtedly reflects the close association of forensics and argumentation with intercollegiate competition. Richard Rieke and Bernard Brock put the point well: "Persistence in defining forensics as the engaging in a particular set of activities deeply influences the character of scholarship in the field."[29]

The prime source of information about competitive intercollegiate forensics in the annual publication, *Intercollegiate Speech Tournament Results* edited by Jack Howe.[30] This book lists the results of tournaments and discusses trends in forensic competition. Howe's annual publication is a unique profile of the collegiate forensics world.

Although one trend reported is increased participation in individual speaking events, these activities elicited surprisingly little response from educators. The Michigan Speech Association fall conference sponsored a program titled "New High School Individual Events."[31] The Speech Communication Association of Pennsylvania featured several programs concerning individual events, including one on the judging of oral interpretation and another on radio programming as a forensic event.[32]

While no published material was found dealing with the conduct and judging of individual events, instructional programs were offered at conference meetings. For example, the Pacific Southwest Collegiate Forensic Association regularly conducts workshops that include demonstrations and discussion of individual events and reader's theatre.

Institutes, seminars, and workshops are major vehicles for instructional activity in forensics. Summer institutes for high school students combine instruction in debate theory, topic analysis, library research skills, and considerable practice. Programs at the SCA convention discussed instructional methods in representative high school institutes[33] as well as the nature and scope of debate theory that should be taught at high schools.[34]

Discussions of forensics issues and scholarship were conducted on a number of campuses. Seminars at major tournaments such as those of the WSCA and University of Wyoming[35] and by organizations such as the Pacific Southwest Collegiate Forensic Association and the Texas

Speech Communication Association[36] foster interaction between forensics educators and students. The trend toward college seminars appears well established. One special contribution to instructional development was publication of the second edition of *Directing Forensics*, by Faules, Rieke, and Rhodes.[37]

Several programs in 1977 centered on the philosophy, direction, and financing of forensic programs. A panel at the SCA convention dealt with community college forensic programs.[38] Other sessions on forensics programs were heard at the Michigan Speech Association,[39] the Texas Speech Communication Association,[40] and the Washington State Speech Association.[41] Continuing financial difficulties in education stimulated discussion of alternate means of finance as well as educational justifications for the activity.

Discussion of the objectives and values of forensics participation occurred in two SCA convention programs. One program assessed changes in forensics education since the National Developmental Conference on Forensics,[42] while another discussed the "College Tournament Debate Program in the Mid-Seventies."[43] A convention program at the Central States Speech Association concerned itself with points of view about the desirability of current debate practices. Statements of several of the participants were printed in an issue of *Debate Issues*.[44] One final article commented on the value of forensics in developing decision-making skills.[45]

The final area of research in scholastic forensics in 1977 was research into contemporary practices in academic debate. A number of programs and papers considered the debating of non-policy propositions,[46] cross-examination debating,[47] and recent advances in counter-plan theory.[48,49,50,51] International debating was represented by a single essay on the adaptation of British union debating to the American university campus.[52]

Applied Argumentation

The primary focus of research in applied argumentation is in legal argumentation. Several programs on the topic were presented at the SCA convention. One program, chaired by Michael Sunnafrank (Michigan State University), dealt with directions for future legal research.[53] Another program featured Dale Hample and his presentation of "Motives in Law: The View of the Legal Realists."[54] Research into real-world applications of legal argumentation was done by Mary Jones (Wayne State University)[55] and J. Robert Cox (University of North Carolina).[56]

Relationships between the studies of law and communication were examined in a symposium at the Western Speech Communication Association convention. Richard Rieke (University of Utah) discussed "The Role of Legal Communication Studies in Contemporary Departments of Communication."[57] Glen Mills (University of California, Santa Barbara) advanced a proposal for an upper division course in legal argumentation offered within departments of speech communication.[58] Not only is the importance of such a study apparent within our own field, but within the legal profession as well. K.S. Broun suggested a method of teaching advocacy in an article for the *Journal of the American Bar Association*.[59] A critical evaluation of such methods was provided in an essay entitled "Developing Appellate Advocacy Programs at Wake Forest University's School of Law."[60]

The role of argument in politics received less attention than might be expected. Panels at the 1977 SCA convention heard papers on the nature of deliberation in the Congressional decision-making process[61] and considered aspects of argument giving in negotiation.[62] This theme was amplified in the book *Negotiations: Social Psychological Perspectives*, in a chapter entitled "The Role of Debate in Negotiations."[63] Of course, the series of joint television appearances of Gerald Ford and Jimmy Carter did stimulate some critical study. Since these performances, though called "debates," consisted primarily of responses to questions and contrasting statements of policy, we felt they could more properly be considered "public address" rather than "forensics."

Overview

On balance, we would say that too much of the scholarship is concerned with forensics as an activity, that much of the scholarship is unpublished, that most of the published scholarship appears in journals of the guild, that more of the research should be conducted by those who are most active in forensics, and that the uses of forensics as pragmatic communication remains largely unstudied. We were impressed by the diversity of topics investigated, the multiple forums for the discussion of research, and the interest shown by other disciplines in the nature and uses of argument.

There is an obvious call for research efforts into substantive debate, the application of argumentative principles to fields outside academe. The kind of quality of research activity in legal argumentation can be extended to government, politics, advertising, industry, judiciary, voluntary associations, and wherever else people use reason giving as justification for acts, beliefs, attitudes, and values. Besides enhancing the field by validating its subject matter, such extension can also invite collaboration with scholars in other fields.

Another conspicuous need is for knowledge about forensics as career preparation. While we study the extent to which forensics teaches argumentative skills, we have not determined if these are the skills we should be teaching nor have we investigated the communication-related processes in the society for which we are preparing students. What should we know about argument models, comparative advantages, counterplans, inherency, evidence, and the like in order to enable students to transfer their forensics education to nonacademic tasks and situations? Little current research is addressed to the social applications of forensics concepts or to the pedagogical methods employed to teach them.

Beyond research into these primary areas, future studies can improve our general knowledge about forensics. The agenda of unanswered questions is a long one, but these are illustrative. What do we need to know about the teaching and evaluation of individual events and readers

theatre? To what extent does forensics meet the expectations of both participants and speech communication professionals? What are the characteristics of students drawn to forensics; in what ways, if any, do they differ from other members of their peer group? What are the values and limitations of the tournament as a laboratory? What are the effects of current debate practices? Do the educational benefits of debate handbooks and workshops justify their considerable financial investment? In what ways is argumentation bound by cultural context? How useful is argument as a decision-making instrument? What kinds of proof are most persuasive? And, ultimately, how can forensics education maximize its value to high school and college students?

The National Developmental Conference on Forensics urged research and scholarship to "delineate the nature of the field; investigate the relationship between theory and practice, interrelate forensics with other disciplines; and describe, evaluate, and develop teaching methods."[64] That all fields of speech communication can benefit from additional, rigorous research is a predictable summons. But perhaps more than some other fields, research in forensics can ask questions and test propositions that may change the field itself.

Footnotes

[1]Henry Citron, "The Study of the Arguments of Interest Groups Which Opposed Federal Aid to Education from 1949-1965," Diss. New York University 1977.

[2]Kenneth Foreman, "The Debate on the Administration of Missions Led by James Henley Thomwell in the Presbyterian Church, 1839-1861," Diss. Princeton Theological Seminary 1977.

[3]Gerald Dzura, "School Integration for Improved Minority Achievement--A Study in Public Argument (1966-1976)," Diss. University of Pittsburgh 1977.

[4]Mary Ann Renz, "An Analysis of Argumentative Form and Negotiating Strategy in Three National Security Council Debates," Diss. Wayne State University 1977.

[5]David Piehl, "The ABC-ITT Merger Case: An Analysis of the Arguments Presented by the Participants," Diss. Northwestern University 1977.

[6]Donna Bamhill, "Arguments on Petroleum Company Divestiture: An Evaluation," Diss. University of Texas at Austin 1977.

[7]David Thomas and Ron Howell, "A Survey of Opinions About the Counterplan at the 1977 N.D.T.," (Paper delivered at the Western Forensic Association Convention, Phoenix, November 1977).

[8]Anita James, "An Inquiry into the Relationships Among Judging Philosophies, Demographic Characteristics, and Debate Ballot Rationales: A Beginning." (Paper delivered at the Western Speech Communication Association Convention, Phoenix, November 1977).

[9]Stanley Rives and John Boaz, eds., "1977 National Debate Tournament Final Debate." *Journal of the American Forensic Association*, 14, (Summer 1977), 10-52.

[10]Michigan Speech Association Spring Conference, "Proposal for Determining Judge Competency," sectional program, 1977.

[11]Randall Fisher et. al., "Debates: How They are Judged--A Symposium," *Journal of the Tennessee Speech Communication Association*, 3 (Fall 1977), 22-51.

[12]Allan Louden and Wesley Shellen, "A Study of Ballot Feedback from Professional and Non-professional Debate Judges," ERIC Document #ED 128 854 (Abstracted in *Resources in Education*, 12 (February 1977), 45.

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[14]Dick Bridges and John Reinard, Jr., "The Multi-Dimensionality of Debate Judges" (Paper delivered at the Western Speech Communication Association Convention, Phoenix, November 1977).

[15]David Zarefsky, "Alternative Models in the Process of Debate". (Lecture presented to the South Dakota Speech Association, September 1977, and Minnesota Debate Coaches Association, October 1977).

[16]David Zarefsky, "The Role of Causal Argument in Policy Controversies," *Journal of the American Forensic Association*, 13 (Spring 1977), 179-191.

[17]Daniel J. O'Keefe, "Two Concepts of Argument," *Journal of the American Forensic Association*, 13 (Winter 1977), 121-128.

[18]Wayne Brockriede, "Characteristics of Arguments and Arguing," *Journal of the American Forensic Association*, 13 (Winter 1977), 129-132.

[19]Ray E. McKerrow, "Rhetorical Validity: An Analysis of Three Perspectives on the Justification of Rhetorical Argument," *Journal of the American Forensic Association*, 13 (Winter 1977), 133-141.

[20]Thomas B. Farrell, "Validity of Rationality: The Rhetorical Constitutents of Argumentative Form," *Journal of the American Forensic Association*, 13 (Winter 1977), 142-149.

[21]Joseph W. Wenzel, "Toward a Rationale for Value-Centered Argument," *Journal of the American Forensic Association*, 13 (Winter 1977), 150-158.

[22]Charles W. Knuepper, "On Argument Diagrams," (Paper delivered at the Speech Communication Association Convention, Washington, D.C., December 1977).

[23]Dale Hample, "The Toulmin Model and the Syllogism," *Journal of the American Forensic Association*, 14 (Summer 1977), 1-8.

[24]Kay Pietscher, "The Effect of Evidence on Perception of Decisions," Thesis, Ohio University 1977.

[25]Jim Wallace, "A Study of 'Receiver' Criteria Employed in the Evaluation of Evidence," Thesis, Ohio University 1977.

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RESEARCH IN INSTRUCTIONAL DEVELOPMENT IN 1977

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Whether you are employed in an elementary, middle or secondary school, a junior or senior college, a doctoral degree granting university, a business or government agency, it is likely that a significant portion of your professional life is devoted to assisting people acquire knowledge, attitudes, and/or skills to enhance their effectiveness as participants in communication. Given the substantial amount of time most of us spend in teaching and given the potential importance of our efforts to our students, it seems worthwhile to consider the results of research on the process of instruction in speech communication. Such research should be expected to yield information which may be used to determine the efficacy of goals, methods, and evaluation procedures employed in communication instruction. Furthermore, an examination of the literature may also serve to identify important research problems and questions which need to be addressed in future investigations.

In undertaking this review, I was first impressed by the sheer number of articles published in the area of instructional development in 1977. In *Communication Education* alone, sixty titles appeared. Secondly, the great diversity of the articles was significant. In terms of grade level, they ranged from pre-K through university. In terms of subject matter, they included language learning, rhetoric, debate, public speaking, small group discussion, interpersonal, theatre, interpretation, organizational, classroom and intercultural communication. Finally, I found the articles varying greatly in substance. This literature contains articles which treat philosophical issues and empirical investigations with high degrees of sophistication, as well as reports which offer a single unpretentious suggestion for a classroom exercise.

I will focus my attention on those articles which, in my judgment, offered findings or insights which had major implications for the field.

Using this criterion, reports appearing in the "Instructional Practices" section of *Communication Education* were excluded from the review. I do not mean to imply, however, that those reports have no value. To the contrary, an article proposing, for example, a small group discussion project, may very well contain an idea which you can immediately utilize in your course. Yet, there are other reports, those I have judged to possess "major implications" whose importance transcends our concerns for the immediate term. These are reports which carry broad implications for the nature of the instruction the field should offer; implications which frequently cut across divisions and sections of the SCA. In my view, these articles are the most significant.

To identify significant contributions to the literature in instructional development, I examined the 1977 issues of the following journals; *Central States Speech Journal*, *Communication Education*, *Communication Monographs*, *Communication Quarterly*, *Human Communication Research*, *Quarterly Journal of Speech*, *Southern Speech Communication Journal*, and *Western Journal of Speech Communication*. This examination yielded a total of twelve articles which are included in this review. The contributions of these articles will be summarized in the remainder of this paper.

Instructional development may be described as the process of defining learning objectives, and developing instructional materials, activities and learner assessment procedures.[1] To begin the review, I will first consider the literature related to learning objectives for speech communication instruction.

Learning Objectives

A learning objective is a "statement of what the learners will be able to do or how they will be expected to behave after completing a prescribed unit or course of instruction; (an objective) may be stated either in terms of an observable action or in terms of a product which results from an action."[2]

Despite the fact that the first paper advocating the use of instructional objectives was presented at an SCA meeting some fifteen years ago,[3] the objectives of speech communication instruction at the pre-K, elementary, middle, secondary, and postsecondary levels have yet to be well defined. It seems doubtful, given the diverse perspectives of the members of the profession, that we will ever reach a high degree of agreement on the nature of these objectives. In addition, given the advances in our understanding of speech communication, it seems likely that new knowledge will necessitate the ongoing revision of any objectives which can be agreed upon by any one interest group at any point in time. Yet, to inform others about the changes we attempt to facilitate in learners, to conceptualize the field so as to provide directions for its members, to provide a framework for developing, conducting and evaluative instruction, it seems imperative that learning outcomes be identified. Nine articles make contributions toward this end.

Of the nine, only the Nyquist and Booth article offers statements of learning outcomes in sufficient detail that teachers and instructional designers could utilize them with little, if any, additional refinement. The remaining eight vary in the degree to which they specify learning outcomes in terms of observable actions or products, but each makes an important con-

tribution to our conceptualization of what such goals should be.

The first four articles, authored respectively by Pearce, Ritter, Conville and Wiemann, offer implications for the outcomes of speech communication instruction from pre-K through post-secondary and across many course offerings in our field. Three of the remaining five articles carry implications for specific areas of instruction (i.e., Nyquist and Booth on classroom communication; Knutson, Wheeless and Divers on small groups; Warren and Adler on intercultural), the other two focus on the speech communication instruction needs of two specific populations of students: women (Johnson and Goldman), and minorities (Colquit).

Pearce's "Teaching Interpersonal Communication as a Humane Science: A Comparative Analysis"[4] is an especially important article. He begins by attributing the rapid rise in the popularity of interpersonal communication instruction to two influences: (1) the emphasis accorded interpersonal process by researchers from a host of behavioral sciences, and (2) the social upheaval and fads of the 1960s and 1970s. He then moves to a consideration of three approaches to the interpersonal course which differ in his view in terms of intellectual heritage, goals and methods.

The first such approach is labeled the "Objective Scientific Approach" and Pearce states that it is characterized by "a mechanistic model of man, a reductionalistic-atomistic selection of the appropriate units of observation, a deterministic concept of behavior, and an epistemolog which stresses 'variable testing' research in highly contrived situations."[5] The second approac is the "Humanistic Celebration Approach." It is "consistent with a radical romantic concept of man in which the function of education is to promote self-actualization through integration with one's own nature... and to facilitate mutually supportive interactions with others."[6] The third approach is termed the "Humane Scientific." Pearce argues that this approach is characterized by a recognition that a study of interpersonal communication "must include meanings and mentalistic terms as well as behavior; intentions and reasons as well as causes; and entities defined by actors as well as the observers' constructs."[7]

Pearce next considers each of the approaches in terms of the objectives and procedures which naturally follow from each in the communication classroom. With respect to each approach he asks: (1) What would a person who fully internalized this procedure be able to do? (2) What kinds of student would be unable to cope with this approach? In answering these questions Pearce pronounces both the Objective Scientific and the Humanistic Celebration approaches to be deficient. The Humane Scientific approach is not found wanting, however, and Pearce describes the student who internalizes such an approach as "able to articulate his understanding of communication, array his options, and choose between them. In sum, he would be better able to control his own behavior, rather than be controlled by his impulses or by other people."[8]

Whether or not the reader accepts Pearce's analysis and conclusions, the article is important because it provides a history of the development of contemporary approaches to the teaching of interpersonal communication. It strikes me that few teachers have an understanding of this history. Moreover, I doubt that many are aware of the fundamental differences underlying the various approaches and the implications these differences carry for instructional goals and practices. A reading of this article will not provide all of this critical knowledge, but it will provide a very good basic understanding.

The second essay to be considered is authored by Ellen Ritter.[9] Like Pearce, Ritter is also concerned about current instruction in interpersonal communication. Ritter's purpose is to argue the merits of an aesthetic approach to curriculum criticism. In doing so she attempts to demonstrate how "the assumptions and values implicit in curricular design have made accountability for interpersonal communication problematic."[10]

In examining curricular materials currently used in the teaching of interpersonal communication, Ritter concludes that the bulk is based on reports of social science and psychological research regarding "self-actualization." She suggests that this focus is undesirable because there is little demonstrated relationship between behaviors associated with self-actualization and the pragmatic skills needed by students enrolled in basic speech courses, and that the self-actualization approach demands that teachers be therapists in the classroom. She then builds a good case to show that the classroom situation works effectively against teachers being therapists. In addition, she questions the efficacy of experiential activities as a method to provide skills instruction.

Ritter argues well that "the absence of an overall conception of communication skills instruction which subsumes, integrates, and validates" contributions from psychology, speech, and client-centered therapy (among others) "from a pedagogical perspective has contributed to the problem of accountability."[11] She asserts that teachers taking the self-actualization approach may be challenged by administrators as to the legitmacy of conducting therapy in the classroom, while on the other hand, those teachers emphasizing the observable outcomes of the "complex skills, attitudes and affective states that they intend to teach"[12] may be dealing only with the superficial aspects of communication.

She concludes the essay by arguing that instruction in interpersonal communication must be based upon knowledge of the characteristics of effective communication in situations beyond therapeutic relationships, must be demonstrated by research to be appropriate to the developmental stage of the students, and must be based upon the specific communication needs of the learners.

Like Pearce, Ritter provides a critical examination of salient characteristics of current instructional practices in interpersonal communication and finds them wanting. Like Pearce, she examines the assumptions and the logical consequences of current practices, and in so doing causes teachers at all levels to evaluate their goals and practices in the teaching of interpersonal communication.

Richard L. Conville's article is entitled "Cognitive Goals in Communication Learning."[13] Conville does not discount the value of learning skills in speech communication courses, but

does advocate that it is of great value to students to learn how they acquire skills, attitudes, values and habits about communication. He develops his rationale for the importance of such learning by relying on an essay by Abraham Maslow on transcendence. In sum, Conville would have students gain insight into the process of communication and into their own communication behavior in particular.

In facilitating learners' learning about communication, Conville suggests the student-kept journal. He argues that understanding one's communication must be built upon understanding one's experiences. He suggests that journal entries focus on four questions: "What did you learn?" "How did you learn it?" "How are you using it?" "How did the class go for you?" The concreteness of these four questions is encouraging because answers provided by students would seem to give the instructor some behavioral indicators of the "unobservable" Conville argues we must be concerned with.

Conville's notion that it is valuable to produce understanding in students of the process of communication and their own behavior in relation to that process has merit. Such understanding might enable students to modify their actions beyond the specific speech acts likely to be considered in the basic public speaking or interpersonal course, and might enable students to continue to learn long after the course had ended.

John M. Wiemann's "Explication and Test of a Model of Communication Competence,"[14] is the only empirical investigation among the nine articles considered in this section. While courses in interpersonal communication are offered widely at the secondary and college level, the behavioral outcomes of such instruction are only vaguely articulated, if at all. Consequently, Wiemann's research report is of value in that it contributes to our understanding of the components constituting interpersonal competence. On the basis of his investigation, Wiemann makes the following conclusion: "The Competent communicator is one who is other-oriented, while at the same time maintaining the ability to accomplish his own interpersonal goals."[15] He is empathic, affiliative, supported and relaxed when interacting. He is also capable of adapting his actions as he moves from one interaction to another.

It stands to reason that speech communication educators will have a greater probability of developing competence in their students if they possess knowledge of what competence is and how it may be assessed. Wiemann's article makes an important contribution to that end.

Whereas the first four articles reviewed in this section carry implications for many course offerings in the field, the next three articles focus on specific courses in classroom, small group and intercultural communication.

Nyquist and Booth's "Instructional Communication: A Basic Course for Teachers,"[16] provides an outline for a course in classroom communication for prospective teachers in all areas of education. It is an especially valuable report for the following reasons: (1) It offers an approach for a course which is becoming increasingly popular for students who seek certification in all subject matter areas (not just speech). (2) The authors provide a summary set of goals of such instruction as well as specific instructional objectives for five proposed units. (3) Rationales for the importance of each of the five units are offered. (4) Content outlines for each of the units are included.

This type of article is all too rare in the instructional development literature. It provides ample evidence of important pioneering work in the area of instruction in classroom communication and I consider it to be "must" reading for anyone teaching or planning to teach a course in communication for prospective teachers.

In "Developing Teachable Small Group Communication Behaviors,"[17] Knutson, Wheeless and Divers conclude it is extremely difficult to apply the findings of small group research to instruction in communication. They suggest that a focus on message variables is a feasible approach to yield teachable behaviors in small group process. Three significant advantages for the suggested approach are offered: "(1) Focus on message-variables facilitates the scientific analysis of communication; (2) focus on message variables provides direction currently lacking in small group research and instruction; (3) focus on message variables allows for more specification of behavioral objectives enabling a more precise assessment of student-instructor accountability."[18]

Knutson and colleagues appear to be arguing first and foremost for a change in the direction of small group research away from the "internal conditions" of individuals to a functional analysis of messages. There are important implications for instruction, however. By concentrating on the message variables which lead to decision making, the authors suggest that efficient methods and processes with which to reach a decision can be identified and subsequently taught.

Operating apparently from the approach labeled "Objective Scientific" by Pearce, Knutson, et al. suggest that given a goal such as decision making, it should be possible to specify behaviors leading to such outcomes and require students to demonstrate their ability to perform them. Research identifying such message variables is cited. The reader interested in implementing objectives based on messages will have to refer to the original research reports for the specific acts, however, as the authors indicate in their statement of objectives only that students should engage in "appropriate" behaviors.

Whether or not one accepts the "behavior control" model which assumes that people can be effectively manipulated if one simply employs a certain action at a certain point in time, the article is important because it attempts to show not only how the "Objective Scientific" approach can be applied to establish research priorities, but how it can be applied to transform existing research findings into objectives for small group communication instruction.

Warren and Adler's "An Experiential Approach to Instruction in Intercultural Communication,"[19] promises much more than it delivers. Upon first reading the title, I thought I could find some current thinking about experiential approaches to intercultural communication training and, in particular, some new and effective methods for facilitating such learning. Instead I find that the authors merely describe briefly four models which underlie instruction in inter

cultural communication. Without comparing the merits of each or providing any justification for the superiority of the "experiential approach," they proceed to present brief descriptions of five experienced-based activities. Three of the five can be identified as "old chestnuts" which made the rounds of encounter-sensitivity-growth groups during the last decade. Another is identified as originating with the U.S. Navy, and the fifth is perhaps original. This segment of the article is very dissappointing.

Why have I included the article? Well, the authors do identify eight goals which "most training programs initiated by international organizations incorporate"[20] in their training programs. These goals are not presented in terms of what learners should be able to do as a result of instruction, but in terms of what the instruction is to provide the student. Behavioral goals could be derived from these statements, however, and could easily serve as overarching goals for intercultural communication instruction. For this reason, I have included this article in the review and suggest it with an appropriate caveat.

The last two articles included in this section on learning objectives, Johnson and Goldman "Communication Education for Women: A Case for Separatism,"[21] and Colquit's "The Student's Right to His Own Language: A Viable Model or Empty Rhetoric?"[22] focus on the specific needs of women and ethnic minorities in communication instruction.

Through reviewing research regarding differences in the communication behavior of men and women in our culture, Johnson and Goldman build a good case for special instruction in developing communication effectiveness in women. A topical outline for courses in interpersonal and public speaking designed toward this end is provided. Regrettably, specific outcomes of such instruction are not provided and this limits the value of the article for teachers who wish to develop and conduct such instruction.

Colquite argues that despite the recognition by linguists of the legitimacy of black diale the three dominant instructional models continue to deny such legitimacy. According to Colquit the three models are: (1) The melting pot--which demands that blacks give up their identity; (2) the deficit model--which equates differences in black dialect with inferiority; and (3) the programmed invisibility model--which the author claims the nation continues to follow by refusing to recognize the value of cultural diversity.

In contrast to these three models, Colquit proposes a multi-ethnic model which recognizes "the need to learn the language and culture of the school," but also that "all ethnic groups ca be enriched by an understanding of each other's language..."[23]

This article would seem to have implications for white and black teachers at all levels. While the interest in black dialect present in the early 1970's has decreased, the number of students who speak black dialect has not. Should speech teachers attempt to change students' dialect or simply ignore it? Colquit's proposal seems to be centered between these two extreme

Summary

The articles by Pearce and Ritter analyze the tremendous growth in the area of interperson communication instruction. Both writers identify the major sources of influence on contemporar instructional practices, and both question the goals and methods of much current practice. Finally, both suggest that a formalized model of interpersonal communication instruction is badly needed and each proposes such a model.

Conville, in contrast to Pearce and Ritter, does not take current practices to task. He argues that it is important for students to acquire not only skills, but also understanding of how they learn skills, attitudes, values and habits related to communication. Wiemann's contribution comes from his empirical research into the nature of interpersonal competence. He proposes that the interpersonally competent communicator is one who is empathic, affiliative, supportive, relaxed and adaptive in interactions, yet capable of achieving his own goals.

Nyquist and Booth propose goals and content outlines for a course in classroom communicati for prospective teachers from all fields. Knutson, et al. advocate that message variables (rather than internal states of individuals) leading to desired outcomes in decision-making groups be identified and taught. Warren and Adler identify eight goals for intercultural communication training. Goldman and Johnson argue the need for special instruction for women in developing communication effectiveness and Colquit argues the need to recognize the legitimacy of black dialect in communication instruction.

Methods

At the beginning of this review I indicated that instructional development was concerned with the process of formulating learning objectives, methods and evaluation procedures. In the first major section of the paper articles dealing with objectives or implications for objectives were considered. In this section, articles dealing with methods of speech communicat instruction will be identified and summarized. It is important to note, however, that this method of dividing the literature into two parts (no articles dealing solely or primarily with evaluation were located) is artificial. Several of the articles just examined address concern directly related to methods. Likewise, each of the three articles to be reviewed next carry implications in varying degrees for learning objectives.

Despite a history of forty years of research, "stage fright," or as it is more likely to be labeled today, "communication apprehension," "reticence," or "speech anxiety," continues to hold the attention of many investigators. Moreover, every teacher of speech communication who conducts classroom activities in which students talk with one another or to a small or large group must be concerned with students who experience significant amounts of stress in performing such acts.

During this long period of research, classroom teachers have sought suggestions for the treatment of speaker experienced stress. The two summarized articles which follow offer some suggestions. The third article is not concerned with stress, but with a method of instruction in interpersonal communication which utilizes peer-led small groups.

In "Oral Communication Apprehension: A Summary of Recent Theory and Research,"[24] James C. McCroskey provides the most extensive review of research on communication apprehension (CA) available. His review of state versus trait apprehension, the causes, measurement, correlates, and effects of CA should be of interest to teachers as well as researchers. Of particular importance to all teachers, however, is the section on "Methods of Helping People Overcome CA." In this section McCroskey indicates that the one method most widely employed is to require the person to speak in a public setting, be it in a show-and-tell session in an elementary classroom, a church group meeting, a public speaking class, or an English class. On the basis of research, McCroskey concludes that such experiences can reduce CA for many students. For others, however, such experiences can increase CA. While rejecting the value of public speaking in reducing extremely high CA, he concludes that systematic desensitization has been "clearly demonstrated by numerous researchers to be an effective method of reducing CA for people with high levels of CA."[25]

If McCroskey's conclusion regarding the potentially harmful effects of public speaking requirements for those with high CA is valid, then it seems imperative that teachers of public speaking in every institution where such instruction is required devise alternative ways of meeting the special needs of students with high CA.

In the concluding section of the review, McCrosky offers four recommendations relevant for parents as well as teachers concerned about minimizing the development of high CA: (1) Provide reinforcement for communication in the child's early years. (2) Provide children with slow language development with extra help in attaining proficiency in communication. (3) Train teachers to recognize CA and know how to cope with it. (4) Modify classroom procedures so that children are not required to perform orally beyond their ability levels.

In "Rhetoritherapy Versus the Medical Model: Dealing with Reticence,"[26] Gerald M. Phillips takes a position on the treatment of CA which differs from that of McCroskey. Phillips' view is that problems in communication commonly identified as anxiety-based should instead be treated as problems in observable communication behavior. Only by focusing on a person's communication behavior, he asserts, can we realize that "most communication problems must be seen as relatively uncomplicated and matters for straightforward instruction."[27] He proposes that speech professionals must examine the communication acts of a person and decide whether they are effective or ineffective. In this article he suggests guidelines for this necessary determination and then advocates that "rhetoritherapy," in which the therapist and client attempt to get a good description of the client's ineffective behavior and then set up learning goals designed to overcome the deficiency, be employed. This process is discussed in substantial detail.

One important implication of this article is that by focusing on communication acts, rather than internal states such as anxiety, it seems appropriate that instruction in becoming more effective should be undertaken by the person knowledgable about communication, rather than the psychologist or psychotherapist knowledgable about personality or neuroses.

This essay is an especially important article in instructional development for it identifies characteristics of competent communicators and suggests that speech teachers are capable of aiding students to acquire such competence.

The final article in this section, "Factors Affecting Instruction in Interpersonal Competence,"[28] is a report of an empirical research investigation by Arthur Bochner and Janet Yerby Conducted within an actual course in interpersonal communication, the purpose of the study was to identify factors which affect the development of interpersonal skills and the acquisition of knowledge about interpersonal communication. To facilitate the development of interpersonal skills, students met in peer-led groups. There are at least six important findings from this study.

First, the peer group leader's ability to display empathy (i.e., caring, understanding and respect) to his/her group members was substantially more important than the leader's amount of self-disclosure, instruction related and management behavior in increasing learners' interpersonal performance scores. Bochner and Yerby suggest on the basis of this finding that peer-teachers should be selected for their empathic skill and that training programs for leaders should concentrate more on developing empathic skills than self-disclosure, instructional or management skills.

Second, the authors indicate that the way the group was run by the leader was the best predictor of how the group experience would be perceived by members. Leader behavior influenced members' commitment to the group as well as their decisions about the safety involved in trying out new behaviors.

Third, females received higher scores on group performance measures than did males and Bochner and Yerby suggest that females, because of socialization, may be better prepared than males to develop interpersonal skills in interpersonal laboratory training.

Fourth, the findings that juniors did better than other classes on the tests and that freshmen do worse led Bochner and Yerby to conclude that homogenous grouping by class level would be most equitable for evaluation purposes.

Fifth, the finding that grade point average was significantly associated with group performance scores as well as test scores suggests that this index is a significant predictor of success in both aspects of the course.

Finally, the finding that the factors relating to the cognitive dimensions of the course (measured by tests) and the skills dimensions were independent caused the authors to suggest that cognitive achievement be used only as an index of understanding and not as an overall

measure of achievement in interpersonal courses as is often the case at many institutions.

Summary

While McCroskey and Phillips each deal with communication apprehension (reticence) in their respective articles, the methods they propose for dealing with this important problem differ. McCroskey suggests that speech communication teachers can do little to cope with high communication apprehension in the regular classroom setting and that a special program of systematic desensitization be established. Phillips, in contrast, advocates that problems of reticence be viewed as problems in effective communication which are subject to modification by speech communication teachers without the need for psychotherapists.

Bochner and Yerby's findings from their study of the development of skills in and knowledge about interpersonal communication indicate that peer group leader's behavior, and learner sex, class year, and grade point average contribute to achievement.

A Concluding Note

Having examined in some detail twelve of the most important articles published in the area of instructional development in 1977, it seems appropriate to conclude the review with a consideration of research priorities suggested by these articles.

First, one has to be surprised at the paucity of original research investigations designed to provide empirical data with implications for objectives, methods or evaluation. Instructional development, as reflected by articles published in 1977, seems to be an area people write about, but do not conduct research in. Ritter advocates that instruction in interpersonal communication must be based upon an analysis of learner needs for communication in situations which are important to learners. Research directed to this specific end is conspicuously absent in the publications reviewed, with Wiemann's report being a notable exception.

Second, only one study reviewed here as conducted within the framework of an ongoing course in communication. The Bochner and Yerby investigation was the only one to make use of data collected as a regular part of instruction. It would appear that rich opportunities for research are not being used to advantage by those interested in instructional development.

Third, while the analyses provided by Pearce and Ritter of the deficiencies of current instructional goals and methods in the teaching of interpersonal communication are extremely valuable, their utility for classroom teachers at all levels could be increased. To do so it would be necessary to provide follow-up articles to demonstrate in specific terms how the authors approaches are to be translated into objectives, methods, and evaluation procedures on a day-to-day basis. I presume that in writing such pieces the authors wish to have impact upon the field. If, in fact, they want teachers to adopt their approaches, then it will be necessary to show teachers how to do so. Teachers have an abundance of chatty little articles in *Communication Education* and in the SCA newsletter for K-12 teachers, *Talkback*. What they do not have access to are complete models of conducting instruction in public speaking, interpersonal, small group, organizational, interpretation, etc., which put in operational terms means "approaches" such as those reviewed here.

Fourth, we need information on methods. I am not referring here to studies which compare the relative effectiveness of lecture versus small group discussion, or programmed instruction versus a live teacher. Numerous reviews show that one of the few conclusions that can be drawn from such research is that no one method has been demonstrated to be consistently superior to any other.[29] Instead, I am referring to the need for investigations which consider broader issues regarding methods. For example, a question suggested by Ritter is: Do experiential exercises in interpersonal courses improve skill learning? It might also be asked if such exercises improve cognitive learning. Do they affect students' affective learning (attitudes, beliefs and values)? In short, why do we use them in our classes?

Finally, another potentially profitable line of research should address the nature of the relationship between cognitive and skill learning in communication. The findings of Bochner and Yerby suggest that the two are independent. If this is the case, then why do we include "understanding" about communication processes in our courses if "understanding" has little relationship to behavior? For those concerned with skill development, it would seem important to gather information about the permanency (i.e., retention) of skills developed in courses in interpersonal, public speaking, small groups, oral performance of literature, debate, and classroom communication.

Footnotes

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[28]Arthur P. Bochner and Janet Yerby, "Factors Affecting Instruction in Interpersonal Competence," *Communication Education*, 26 (1977), 91-103 and 120.

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INTERPERSONAL AND SMALL GROUP COMMUNICATION RESEARCH IN 1977

Julia T. Wood

My original goals for this paper were to identify significant trends in content and methodology as well as to note advances and problems reflected in the interpersonal and small group communication (ISG) research published in 1977. After reviewing over one hundred articles and papers, however, it became clear to me that these goals were unobtainable. I cannot define the topics which received most attention because coverage was characterized by considerably more breadth than depth. In 1977 we studied everything from interpersonal trust to androgyny, from leadership styles to groupthink. My initial effort to conduct a thematic review resulted in an unwieldy catalogue rather than in a useful classification. Furthermore, I cannot identify the theoretical underpinnings of the research since there is major controversy regarding the appropriateness and value of various theoretical approaches to it. Nor can I report the predominant methodological character of the research since the past year's publications reflected a broadening rather than a narrowing of methodologies and designs. In 1977 we employed all types of data analysis ranging from ANOVAs and multiple regression analyses to analyses of discourse and Markov chains, every research setting from the conventional laboratory to the field, every type of subject ranging from the always-available college sophomore to practising leaders. There were few trends reflected in the topics, methodologies and theoretical postures of the research reported in 1977.

Despite my inability to meet my original goals of classifying neatly the past year's research and despite the lack of clear trends in 1977, this will not be a pessimistic evaluation claiming that ISG researchers are without direction. Nor will I argue that common threads were absent. Quite the contrary: There were very strong and consistent themes, themes more fundamental, in fact, than those pertinent to particular topics or methodologies. There were marked patterns in the research; it was simply, as Bateson might have suggested, a different order or level of patterning than I had originally anticipated. I had begun my review as an historian, asking what order inhered in the past year's research, but I became a "seer," predicting what the research of 1977 portended for the future. I had begun my review by analyzing the content of research to determine what it contained, what answers it provided, but I wound up focusing on matters beneath that content to discern issues confronting ISG researchers.

To reflect accurately the past year's research, then, this report must be more of a prognosis than a diagnosis of the state of ISG research. In 1977 the reported research reflected an overarching concern with building adequate foundations for the future. Toward this end researchers sought to pose critical questions, rather than to answer them; we sought to identify significant issues, rather than to resolve them; we sought to locate and explicate alternatives, rather than to designate directions. 1977 was a year characterized by reflection, assessment and exploration, and the tone of our research was more tentative than declarative. In this report I will highlight six issues or themes which emanated from the ISG research reported during the past year. In addition to reflecting the research, these six themes suggest some of the more critical directions for future ISG research.[1]

Themes in the ISG Research of 1977

1. Researchers are increasingly concerned about the lack of adequate theoretical foundations for ISG research.

There appears to be little controversy regarding the current inadequacy of theoretical foundations for ISG research. The once-popular deterministic paradigm now appears inappropriate for the dynamic, processual phenomena we wish to study. Our attempts to generate a substitute to the deterministic paradigm have often been limited to superficial revisions of theories in vogue in related disciplines, but these efforts have not yielded viable theoretical baselines for our specific concerns with human communication. While most ISG researchers agree that the current deficiencies in our theory (or lack thereof) constitute a substantial problem, we seem less equivocal in our views of solutions.

During the past year a number of scholars vigorously advocated particular theories for ISG research. Among the candidates for adoption were symbolic interactionism (Littlejohn, 1977), constructivism (Delia, 1977a), covering laws (Berger, 1977b), systems (Monge, 1977), rules (Cushman, 1977) and developmental (Miller, 1978), the latter three receiving most concentrated attention. While discussions of theoretical postures have tended to focus on interpersonal communication research, they are clearly applicable to small group communication research as well. The number of articles addressing theoretical and metatheoretical issues reflects many scholars' dedication to defining specific theoretical foundations for future research.

Other scholars, however, have strongly criticized such *a priori* attempts to define or designate a theoretical posture for research. Several researchers (notably Hawes, 1977a;

Bochner, 1978) have argued that concern with theoretical issues is premature and that more thorough observation and description of communication phenomena are prerequisites to any theoretical accounting. Without considerably more data, they claim, we have no grounds for assessing the value of alternative theories as means of describing, explaining and predicting communication.

In what might be considered a compromise between these two postitons Delia has suggested that the discipline needs "well articulated, fruitful, substantive theoretical stances to which individual researchers are committed. . ." (1977b, p. 61). The majority of respondents to my questionnaire echoed Delia's stance by recognizing the dual needs for clarification of alternative theories and less rigid, parochial insistence on particular theories. Clearly good theory building is an extended process which cannot be dictated by whims nor achieved by arguments in lieu of data. Theoretical patronage cannot and should not be legislated since this would cause theory to become dogma which would unnaturally restrict our research instead of informing and enriching it.

During 1977 ISG researchers seriously addressed the basic problem of inadequate theoretical foundations for research, and we began the critical process of self-examination that should precede any endorsement of a posture or postures. While we may not be of one mind regarding how to develop adequate theoretical foundations, there does appear to be consensus that we have reached the point at which it is appropriate to begin discussing and evaluating a variety of theories. These publications have presented very useful initial descriptions and assessments of a range of potentially viable theoretical approaches to interpersonal and small group communication. Future research will very probably continue the theoretical dialogue which dominated these publications.

2. Many researchers are concerned about the tendency to exceed the conceptual boundaries of human communication.

Much of the ISG research reported in 1977 might have been conducted by social scientists in a variety of disciplines other than speech communication. Psychological, sociological, anthropological, and social-psychological phenomena seem too frequently investigated for their own sakes rather than for their potential utility in advancing understandings of communicative phenomena and processes.

Respondents to my questionnaire unanimously stated that among ISG researchers there is not agreement on the conceptual boundaries of the field, and all but one respondent agreed ISG researchers are not adequately integrating their research into underlying frameworks of human communication processes. As one respondent phrased it, "I do not think we should get hung up about disciplinary boundaries or territories. However, we should be able to establish that our research focuses on communication behavior in contrast to behavior in general." This comment reflects a concern of most respondents, the majority of whom listed the single most pressing deficinecy of ISG research as a failure to focus on communication behaviors.

While disciplinary focus is surely not a new problem for members of this association, it remains one of significance. A decade ago the New Orleans conferees recognized the interdisciplinary nature of speech communication and noted that we "must draw conspicuously on disciplines outside the field itself" (1969, p. 6), but surely this was not meant to encourage scholars of speech communication to engage in investigations of primarily sociological, psychological or social-psychological character. Surely the conferees were not inviting us to relegate human communication to a subsidiary status while the central focus of research extended into other areas. I find this perennial problem of disciplinary focus especially perplexing since it appears that there is a great deal of work, important work, which badly needs doing if we are to understand the nature, functions and consequences of communication between people, and work of this sort is what we are best equipped to address. Despite this, my respondents suggested we are not yet concentrating on research which maintains a clear, consistent focus on human communication.

The tendency of ISG researchers to conduct studies all around human communication was countered in 1977 by Litton-Hawes' introduction of a new research focus which directly investigates talk. In premiering the investigation of "everyday talk" Litton-Hawes noted, "although talk is traditionally treated as a resource--data which reflects or points to social psychological variables--talk is also a phenomenon in its own right. . ." (1977, p.2). In discussing conversational analysis, a close relative of everyday talk, Nofsinger announced that "communication is worth studying itself rather than as an indicator of something else" (1977, p. 12). While the emerging interest in everyday talk has not yet demonstrated its substantive value, it is nonetheless useful in reminding us that communication in and of itself is a phenomenon that merits our attention.

Whether we choose to study communication per se or the ways in which communication affects and is affected by other phenomena, human communication should be a central concern. What researchers in this division have not yet done in an adequately rigorous or committed fashion is to define justifiable boundaries for their research. This is a continuing problem which has impact upon our identity as a discipline and upon our ability to focus usefully our research. The research reported in 1977 and the concerns expressed by my respondents suggest that more limited conceptual boundaries for research are needed if we are to get on with the

business of advancing substantive understandings of communication between persons.

3. Many researchers are disappointed by the quality of questions that are addressed.

This is an extremely knotty issue since it presupposes some understanding of or criteria for "quality" or "meaningfulness" of research questions. Despite this and despite my own reluctance to define those terms, among ISG researchers there appears to be considerable doubt as to the value of many questions (and potential answers to them) currently being addressed. The most stinging criticism of the content of recent ISG research has come from Bochner (1978, p. 165): "We are able to make very few nontrivial generalizations about everyday, ordinary interactions between people. We have developed few formally stated theories to guide interpersonal research. And much of the research published in our journals still seems to border on the inane and incompetent." While respondents to the questionnaire were not as extreme as Bochner in their indictments of the substantive quality of recent ISG research, most of them did express significant concern over the trivial nature of many published reports.

A second concern related to the quality of research topics was expressed by many of my respondents. They suggested that substantively valuable inquiries were oftentimes compromised for popularized subject matter. While several specific topics were mentioned as illustrations of this problem, androgyny received a clear plurality of votes as the outstanding example of "fad research". Respondents cautioned against the temptation to jump on the bandwagon of in vogue subject matter.

Several respondents suggested primary obstacles to the pursuit of "meaningful" inquiries. The most frequently cited obstacle was the increasing pressure to publish and to publish frequently. Lack of forums for lengthy monographs and the time required for non-laboratory, non-experimental research were seen as factors contributing to the piecemeal nature of much of the research reported in 1977. Several respondents also intimated that the criteria employed by journal editors may be insufficient to stimulate genuinely useful research. Another noted cause of mediocre research was the lack of focus inherent in the work of individual researchers. This last problem was well exemplified by one respondent's statement: "I don't have any central questions for my research. I am a methodologist." This also foreshadows a fourth theme in the research of 1977.

4. Many ISG researchers remain concerned by the prevalence of the "law of the hammer."

In his review of interpersonal communication theory and research Hewes (1978, p. 155) recalled Lewin's discussion of "the law of the hammer," which is "the tendency of social scientists to inflict an available methodology on phenomena regardless of the appropriateness of that methodology." Hewes argued that methodological conventionality and convenience too often dictate theoretical moves and conceptual directions in ISG research. Additional recognition of this problem may be found in critiques by Berger (1977a), Berlo (1977), Budd (1977), and Cappella (1977). Respondents to the questionnaire also expressed considerable concern over the perceived frequency with which methodological considerations preempted conceptual issues. Nearly half of the respondents suggested that the tendency among ISG researchers is to take stock of methodological and procedural competencies and *then* ask what questions might thereby be approached.

The laboratory setting and an array of powerful statistical procedures are staples in our methodology closets, but our familiarity with these methods should not encourage us to apply them automatically to all questions or, just as undesirable, to pose only questions to which we can apply these methods. Neither should we be uncritically captivated by novel methods which are inappropriate for many research queries. Methodological decisions must always flow from conceptual concerns.

The recurrent issue of methodological appropriateness will assume renewed importance now that ISG researchers are interested in investigating the developmental nature of interpersonal and small group communication processes. All of our methodological competencies will be challenged, and increased methodological creativity and flexibility will be required of us. As we attempt to examine communication that occurs over time in relationships we will need more ingenuity than has been required in the past and we will need to devote substantially more time to the collection and interpretation of data than has generally been necessitated in our research. Fortunately we do have examples of this kind of research and of the quality of understandings it can produce. Bormann (1972, 1975), for instance, has used fantasy theme analysis to demonstrate how language is employed to create and sustain social realities within small groups. His program of research has provided substantive insights into the power of language in defining situations. In the interpersonal area, Bochner (1978, p. 183) reports that he has begun examining metaphors as reflections of relational themes. He acknowledges the "admittedly soft" character of his methodology, but argues this is a temporary necessity, given his conceptual concerns. I single out these research programs because they illustrate the possibility of designing methodological approaches in harmony with conceptual interests. Both Bormann and Bochner seem to have focused their initial attention on the questions they wanted to answer and then addressed methodological considerations.

The point is not whether laboratories are or are not appropriate environments for

research, whether conversational analysis is or is not a useful tool, whether students are or are not adequate subjects. Rather, the point is that none of these issues should even be addressed prior to determining and defining carefully questions that merit research. Methodological sophistication will never be an adequate substitute for conceptual clarity, and it will never improve upon trivial questions. Preoccupation with methodological rather than conceptual considerations actively discourages the pursuit of substantive inquiry and the accumulation of knowledge worth having. In highlighting the implications of the New Orleans conference Carroll Arnold made this point in his characteristically direct manner (1969, p. 189): "The kinds of questions asked in research are in the last analysis more important to our future than the procedures by which answers are sought." Despite the many times we have been admonished to make methods subservient to substance, perhaps we can still benefit from the respondents and the critics who assessed the research of 1977 and who pronounced the "law of the hammer" to be alive and well.

5. ISG researchers recognize the lack of adequate focus and clear conceptualization reflected in recent research.

When asked whether ISG researchers had adequate agreement on their basic objects of research ('interpersonal communication' and 'small group communication'), with only one exception respondents to the questionnaire said, "No."

In interpersonal communication research we seem to be moving toward consensus that relationships, not individuals, are the appropriate units of study. This general agreement, however, is not buttressed by concurrence on additional fundamental concepts such as situations, messages, or--most basically--interpersonal communication which is variously defined by situational conditions, linguistic etimology and intrapersonal cognitions. Such diversity in definitions of major concepts and the necessarily encumbent range of investigatory foci have obviously discouraging implications for integration or systhesis of findings, muchless development of any coherent theoretical posture.

But what of research in small group communication, an area with longer history? There appears to be better agreement on the priorities for research which may be due to Gouran's (1973) call for a focus on outcomes, communication affecting outcomes and mediating contextual variables. With few exceptions the small group research addresses a group of central topics including leadership, consensus, participation and member satisfaction. Although small group researchers appear to have general agreement on the appropriate topics for study, they do not yet have clear agreement on the nature of the phenomena they investigate. This problem can be illustrated by reviewing briefly several studies of leadership, the subject of a majority of small group communication publications appearing in 1977. In one experiment (Gouran and Geonetta, 1977) fifteen student groups were employed to investigate the effects of centralized versus decentralized leadership structures. In a second study (Baird, 1977) twenty minute samples of student group discussions were analyzed to identify nonverbal elements of leadership emergence. In a third report (Downs and Pickett, 1977) contingency analyses of three leadership styles and three compatibility groupings were conducted. In a fourth study (Wood, 1977) designated leaders of ongoing administrative committees were the subjects of an examination of how leaders adapted communication to situational goals and constraints. In reading over these four studies of leadership I am confronted by a series of questions about the conceptual nature of what was being studies, i.e., leadership. A few sample questions should illustrate my point: Is leadership of a short-term laboratory group even roughly equivalent to that of a long-term 'real life' committee? Is designated leadership different from elected leadership or emergent leadership? Is leadership of committees within organizations in any way different from leadership in isolated settings? What is the relationship or overlap between the three leadership styles studied by Downs and Pickett and the two leadership styles studied by Gouran and Geonetta? What relationship exists between the categories employed in Wood's content analysis and those used by Gouran and Geonetta? These are important questions because they have bearing upon concerns shared by all serious researchers: How do we effectively share and synthesize knowledge? How do we porfit from each other's discoveries? How do we become a "community of scholars"? We cannot answer these questions satisfactorily as long as substantial conceptual differences are obscured by our use of similar or same generic terms (leader, leadership) for an apparent range of phenomena and processes. It may, therefore, be advisable for us to either employ different terms to designate essentially different phenomena or to modify terms much more clearly lest we all become victims of the Humpty-Dumpty syndrome: When I use a word it means just (and only!) what I choose it to mean--neither more nor less!

Reaching even general agreements on appropriate foci and conceptualizations for research will be a most difficult task, but it is one that is essential if we are to produce anything of substance and if we are to generate findings that can be tied clearly to other research in our area.

6. ISG researchers appear eager for and in need of extended and thoughtful exchanges among themselves.

Perhaps the most discouraging trend I discerned in the research published in 1977 and in the responses to the questionnaire was a hardening sense of "camps" or factions within the ISG area. One indication of this was in my respondents' assessments of the quality of questions being asked by ISG researchers. Those respondents who identified themselves as endorsing

a systems perspective were impressed by research emanating from a systems approach and were unimpressed by research from other approaches. Those respondents who embraced a developmental conception of interpersonal communication saw substantial value in research which reflected a developmental focus but denigrated research which did not. There would appear to be parochial and circular qualities to the reasoning implicit in such evaluations.

Not all of the respondents, however, had absolute views of the appropriate theoretical posture. In fact, the majority of respondents stated they were concerned by the development of fairly clear and cohesive subgroups which they saw as having potentially destructive implications for this area. Respondents criticized the tendency of individuals to "become inflexibly tied to their own conceptual frameworks and instruments" or "to diminish the value of research which does not follow personal preferences for theory and design." As one respondent rather jocularly claimed, the problem is that researchers tend to believe that "their conceptual framework is the immaculate perception." If such divisiveness is more than an hallucination of my respondents (and I suspect it is), we should deal with the problem. Factionalization among ourselves can only handicap us as individuals by restricting our perspectives and can only cripple the area by rendering unlikely the development of central goals and mutual respect.

One means of countering possible factionalization is through open, thoughtful exchanges among ourselves. If my respondents are at all typical of ISG members in general, we are eager for this kind of exchange. All but one of my respondents said that a developmental conference in ISG would be useful, although a few respondents did add the caveat that any such conference should be clearly defined as a forum for discussion rather than advocacy. Recognition of our interdependence and the values that emanate from it will require us to approach each other as colleagues, rather than as competitors and it will require us to view our differences as a means of stimulation rather than as a challenge to battle. I think we can approach each other this way and, by so doing, reap considerable benefits as individuals and as a area of study.

The groundwork for such exchanges has already been laid. This panel and the SCA-sponsored convention seminars represent efforts to provide forums in which researchers may come together in a spirit of inquiry and in which they may learn to understand and appreciate each other's viewpoints. We will not necessarily arrive at agreements in all of the areas suggested, nor am I at all sure that such agreements should be a priority since diversity, when controlled and understood, can have substantial value. Forums for open discussion, however, can provide us with sufficient understandings of each other's research to identify common interests and to distinguish substantive differences from ones that are primarily terminological. Forums for discussion can also assist our efforts to build upon each other's work so that we can begin synthesizing our knowledge. Only by participating in such discussions can we begin to clarify our differences in productive ways. Only by participating in such discussions can we integrate the diversity of findings that have grown out of our first ten years. And only by participating in such discussions can we begin addressing the very important task of setting priorities and establishing directions for future research which can meet our ultimate, common goal of developing fruitful, substantive theories of interpersonal and small group communication. Such discussions among ourselves are a necessary response to the more than a dozen critical assessments of ISG theory and research that have appeared in the past two years.

SUMMARY

In this report I have highlighted six issues or themes reflected in the ISG research of 1977: lack of adequate theoretical foundations, extension beyond the conceptual boundaries of human communication, triviality of research questions, methodological preoccupation, lack of focus and clear conceptualization, and the need for thoughtful exchanges. These six issues may be conceived as the etiology and symptoms of disciplinary carcinoma which I define as a particularly insidious malignancy resulting in uncontrolled, unpredictable and undesirable growth of research that is prone to invade and infect normal, healthy areas of a discipline and render them sufficiently unfocused that they have little value in advancing theory. If ISG researchers continue to explore without direction and continue to produce without synthesis, there is the very real possibility that we will develop a terminal case of disciplinary carcinoma. The alternative is to find means of controlling the directions of our research.

As a relatively young area, about a decade old as an officially recognized identity, ISG has undergone the birth pangs typical of any new interest group. Our first ten years of enthusiasm have given us a sense of directions open to us, but not a clear perception of which ones are most worthy of concentrated pursuit; the first ten years have provided affirmation of the continuing, substantive value of accumulating knowledge about interpersonal and small group communication, but a less than satisfactory view of how such knowledge might best be sought; the first ten years have produced many answers, but I fear these were not always guided by substantive questions. We have reached the juncture at which it is appropriate, if not critical, to define ourselves and our interests. This need for definition and direction characterized the past year's research.

Should this report be viewed as an indictment of the ISG research reported in 1977? I think not. True, I have called attention to what appear to be serious issues confronting

us, but such issues arise only when researchers are active, interested and productive as we have been. The concerns that I have highlighted in this report suggest not failures, but challenges to be met if our future research is to be of the qaulity we all desire. The prognosis for meeting these challenges is good. Providing a convention forum seems indicative of the decision to pursue serious discussions among ourselves and to address the kinds of issues raised in this and similar reports. If the reflection and assessment characteristic of research continues as I believe it will, future scholarship will become more focused and more fruitful.

Endnote

[1]While many ISG researchers frequently publish in journals external to our discipline and while studies pertinent to interpersonal and small group communication are published in forums outside of SCA and ICA, it was not feasible for me to review all possibly relevant publications. This report is based on information from four broad sources: (1) Articles published in the 1977 volumes of eleven journals: *Communication Education, Communication Monographs, Communication Quarterly, Communication Research, Central States Speech Journal, Human Communication Research, Journal of Applied Communication, Journal of Communication, Quarterly Journal of Speech, Southern Speech Communication Journal, and Western Speech Communication Journal.* (2) A survey of *Books in Print* including entries listed under the following titles: "Speech," "Communication," "Interpersonal Communication," "Interpersonal Behavior," "Speech Communication," "Discussion," "Small Group," and "Small Group Communication." (3) Recently published reviews or surveys of ISG research: Berger (1977a; 1977b), Bochner (1977; 1978), Bormann (1970); Bradac (1977), Budd (1977), Cappella (1977), Cushman (1977), Delia (1977a; 1977b), Gouran (1973), Hawes (1977a; 1977b), Hewes (1978), Littlejohn (1977), Miller (1978), Monge (1977), Pearce (1977), Rossiter (1977) and Weimer (1978). (4) Responses to a questionnaire mailed to a group of ISG researchers: Dean Barnlund, David Berg, Art Bochner, Ernest Bormann, John Brilhart, John F. Cragan, Jesse G. Delia, Philip Emmert, B. Aubrey Fisher, A. Goldberg, Gay Lumsden, Dennis Gouran, Dorothy Lenk Krueger, Mark L. Knapp, William B. Lashbrook, Dale Leathers, James McCroskey, Charles Montgomery, Bobby Patton, W. Barnette Pearce, Larry Rosenfeld, Thomas Steinfatt, Raymond Tucker, and Lawrence Wheeless. Of twenty-four questionnaires mailed, nineteen were returned. The questionnaire was intended to tap perceptions of a group of active ISG researchers. It was not intended to provide a randomized or comprehensive survey of opinions.

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RESEARCH IN INTERPRETATION IN 1977

Lilla A. Heston

Anyone who attempts to survey research in interpretation for 1977, or any year, is immediately confronted with two problems. First, the field of interpretation is so wide-ranging in its interests and concerns that it cuts through a number of disciplines: anthropology, folk-lore, linguistics, stylistics, psychology, phenomenology, literary criticism, dramatic theory, and so forth. Second, there is no reliable subject guide to publications in interpretation in any given year. I have, then, had to establish some fairly arbitrary guidelines in compiling this report. The only books included are those which deal directly with oral interpretation of have been written by those within the field. Only dissertations are cited if their abstracts are categorized under "Speech" in *Dissertation Abstracts International*. In surveying journals, I have restricted myself to the national and regional journals in speech communication, and I have included article from these publications which inform the reader about aspects of literature or performance even when written by people outside the field of interpretation, for these clearly fund our most immediate interests. In surveying convention programs, I have limited myself to the national and regional conventions and have included only the programs sponsored by interpretation divisions or chaired by those within our discipline. The report cannot, then, be regarded as definitive but, rather, as representative of the interests in interpretation during 1977.

The single research project of the largest significance has not been incorporated since it is a work in progress. But no research report could be complete without some reference to the history of interpretation, a work commissioned by SCA. Discussion of this project began in 1975, and the first volume is currently being written. Focussing upon the Western tradition of interpretation, this volume will begin with ancient Greece and Rome, move through medieval Europe, then to Italy and England in the Renaissance, and finally through Britain and America from the 18th century to 1975. Although a comprehensive study of folklore and the oral tradition will be reserved for a later volume, the first one will include some consideration of such important traditions in oral literature as the Homeric, Celtic, and Provencal, because of their influence upon Western literary traditions of performance. The editor-in-chief of this much needed history is David Thompson, with key editors being Wallace Bacon, Eugene Bahn, Lee Hudson, and Alethea Mattingly. It is almost impossible to over-stress the need for and the importance of a complete and comprehensive history of interpretation, which will inform students, teachers, and scholars in a number of disciplines.

In terms of book publications, 1977 was a fairly typical year, with five textbooks emerging. Charlotte Lee has brought out a fifth edition of her enduring text, *Oral Interpretation*, but this time she worked with a co-author, Frank Galati. Despite additions and alterations, the book's basic structure, approach, and philosophy remain the same. Two other introductory texts are *Oral Interpretation: The Meeting of Self and Literature*, by Teri and Michael Gamble, and *Communicative Performance of Literature*, by Carolyn Gilbert. The Gambles' book is distinguished from others in the field by its emphasis upon exercises designed to involve the student in the performance of literature. Gilbert has created her text as a workbook, and, as the title suggests, she is concerned with interpretation as a communicative act, although she is sympathetic to other approaches and incorporates aspects of them within her text. The field's continuing interest in group performance is represented by *Group Performance of Literature*, authored by Beverly Whitaker Long, Lee Hudson, and Phillis Rienstra Jeffrey. Designed mainly for courses studying group performance, this practical text contains a number of scripts for performance, with about one-fourth of its pages being devoted to the treatment of the principles undergirding the selection, analysis, and production of works of literature. Kristin Valentine's *Interlocking Pieces: Twenty Questions for Understanding Literature* is intended to help beginning students in the analysis of all literary genres and is necessarily limited in range. Less typical in the field is *An Index to Studies in the Oral Interpretation of Literature, 1911-1975*, edited by Lee Hudson and others. This index provides a real service to interpreters and has obvious value to scholars in the field. Esther Doyle and Virginia Floyd have edited a second volume of *Studies in Interpretation*, which, like the first, contains a number of essays on a variety of subjects, ranging from "Socrates and the Rhapsode: Plato's Ion" to "Phenomenology and the Interpreter's Interior Distance." There are slight differences between the collections in the two volumes; for example, the 1977 collection contains one essay dealing with history and two with the audience ("Audience Response and the Interpreter" and "Rhetoric and Audience Effect Kenneth Burke on Form and Identification"), whereas the first volume had three essays on history and none dealing directly with the audience phenomenon. Despite some differences, however, the twenty-one essays in Volume II do not strike out in directions significantly different from those of the first volume. And neither collection includes any experimental or quantitative studies, and observation Wallace Bacon makes about the second volume in the Foreward he has written for it

Greater interest in this kind of study is, however, apparent in articles and unpublished doctoral dissertations. Of the thirteen dissertations completed in 1977, two are experimental studies: Kristina Minister's "The Perception of Literature by Silent Readers and Oral Interpreters: A Theory and an Exploratory Experimental Study" and Cecelia Keener's "A Study of the Relationships Among Performer Attitudes, Involvement with Personae, and the Performance of Literature." Of the twenty-four articles surveyed for this report, there are two that describe experimental studies directly linked with interpretation: "Sex as a Factor Influencing Eval-

uation and Comprehension of 'Male' and 'Female' Monologues" by Teri Gamble and "Reader, Text, Audience: Oral Interpretation and Cognitive Tuning" by Stuart Kaplan and G.P. Mohrmann. A third study has been included for its interest to the field, even though it does not link directly with interpretation: "Cognitive Complexity and Theatrical Information Processing: Audience Response to Plays and Characters" by William Gourd.

Articles and dissertations have, on the other hand, revealed little interest in the history of interpretation; only two scholars have pursued an historical subject. Stuart Towns has written an essay titled "The Florida Chautauqua: A Case Study in American Education." And at Louisiana State University, Linda Welden completed a dissertation on "Hiram Corson: Interpretative Reader, English Teacher, Literary Scholar."

In general, both articles and dissertations reflect the varied interests of interpretation, with a number of dissertations centering upon some aspect of literary study and others concerning themselves with such subjects as the interpreter's spatial environment or a methodology for the analysis of the interpreter's voice. The articles represent a slightly wider range of interests and include a prosodic analysis of concrete poetry, a consideration of the implications of structuralism for the performance of prose fiction, and a view of Anais Nin as a model of the creative self. Of the two journals which are devoted exclusively to interpretation, *Issues in Interpretation* and *Readers Theatre News*, the second naturally emphasizes aspects of production and performance. Two numbers of *Issues in Interpretation* concentrate upon the interpreter's audience, but this can hardly be seen as indicative of a trend, for this publication explores some concern of interpretation within each number and must, inevitably, consider the audience at one time or another.

The national and regional conventions held during 1977 contained programs representing interests as eclectic as those reflected in published articles. If there was any emergent emphasis in these programs, it would appear to be on performance, either as subject matter or as the mode in which a program was presented. And, as is customary, each convention had at least one reading hour or group production.

If research publications are a mirror reflecting an image of interpretation, the reflection for 1977 is not a new one. Book publication remains minimal, with only seven books emerging. Of these, five are textbooks, one is a collection of essays, and one a bibliographic index, each useful in its own way. But there is no book-length study or exploration of a single area, concept, theory, writer, or period. These statements can be viewed as being descriptive or evaluative or both, depending upon one's perspective. From my perspective, they are both, as they describe and highlight a lack in our scholarship. It may be that the interests and obligations of interpretation are so great that few individuals can meet them all. It is, indeed, difficult to teach classes, direct productions, prepare solo performances, fulfill other professional obligations, and, at the same time, produce a sustained work of scholarship. The demands made upon teachers of interpretation are heavy and are not lightened by the catholic nature of our discipline, which necessitates some expertise in all the literary genres, as well as in aspects of production and performance, interpretation history and theory, and literary and dramatic criticism.

The nature and demands of interpretation may account for the fact that our scholarship is often derivative, however informative it may be to those of us within the field. We frequently borrow ideas, concepts, and terms developed in linguistics, rhetoric, criticism, philosophy, pyschology, and anthropology, to name but a few, and we usually do so with sensitivity and perception. But we rarely develop ideas and concepts that others borrow, except, perhaps, through our stage work in such performance modes as chamber and readers theatre, and then, ironically, the borrowers get the credit as has happened with the creation of derivative production modes such as Story Theatre. It is, in part, because our work is so little known in other disciplines that we are repeatedly asked to define ourselves in the reiterated "What is interpretation?" The projected history of interpretation will inform others about our past, but we also need to confront our present and future with research that will influence and affect other areas as well as our own. Until we create sustained works of scholarship, the mirror reflecting interpretation is not likely to cast its image very far into other disciplines.

Annotated References

BOOKS:

Esther M. Doyle, and Virginia Hastings Floyd, ed. *Studies in Interpretation*, Vol. II. Amsterdam: Rodopi N.V., 1977. This collection of twenty-one essays is eclectic and catholic, reflecting some of the diverse interests in interpretation. Contents, presented in order in which they appear: "Socrates and the Rhapsode: Plato's Ion," Donald E. Hargis; "Point of View in Modern Drama," Virginia Hastings Floyd; "Narrative Discourse in Virginia Woolf's *To the Lighthouse*," Judith Espinola; "Narrative Strategy and Communicative Design in Flannery O'Connor's *The Violent Bear It Away*," Mary S. Strine; "Poetics in Performance: The Beat Generation," Lee Hudson; "American Concrete: New Poetics and Performance," Paul H. Gray; "A Metrical Analysis of Robert Frost's *The Hill Wife*," Kenneth C. Crannell; "Onomatopoeia, Gesture, and Synaesthesia in the Perception of Poetic Meaning," Donald R. Salper; "A Critique of the Use of Reading Aloud to Evaluate Daily Progress in Silent Reading," Paul D. Brandes; "Roland Barthes and the Co-Creation of Text," Marion Kleinau and Thomas Isbell; "Phenomenology and the Interpreter's Interior Distance," Richard Haas; "Interpretation as a Revelatory Act: A Wheelrightean Perspective," W. Keith Henning; "Rhetoric and Audience Effect: Kenneth Burke on Form and Identification," Sheron Dailey Pattison; "Audience Response and the Interpreter," David A. Williams; "Sincerity and the Performing Artist: An Old Critical Concept Reestablished," Mary Frances Hopkins; "Persona, Personality, and Performance," James W. Carlsen; "The Interpreter's

Responsibility to Selectivity," Mary R. Hardwick; "Non-verbal Communication and Oral Interpretation," Howard D. Doll; "Evaluating Performed Literature," Beverly Whitaker Long; "Adapting the Novel for Production in Readers Chamber Theatre," Elbert R. Bowen; "Montage: A Paradigm for Readers Theatre," James Allen Pearse.

Teri Kwal Gamble and Michael Gamble, *Oral Interpretation: The Meeting of Self and Literature.* Skokie, Illinois: National Textbook Co., 1977. The authors of this basic textbook state that many interpretation texts "concentrate on imparting theory, but most do not offer practical suggestions on how to make the theory live during performance." Their aim, then, was to write a text that clarified principles and concepts of interpretation at the same time that it gave students what they call "a multitude of involvement experiences." The text's particular emphasis is upon numerous exercises which have been devised to help the student to apprehend and perform literature. A "Teacher's Guide" accompanies the text, both being paperbound.

Carolyn A. Gilbert, *Communicative Performance of Literature.* New York: Macmillan Publishing Co., Inc., 1977. This paperbound text has been designed as a workbook and is intended to be torn apart, reacted to, and written in. It was written for an introductory college-level course in oral interpretation, although Gilbert assumes that students using the text will have had some exposure to literary study. Gilbert is sympathetic to approaches to interpretation that emphasize literary study and performance, and she incorporates both in her text. But her primary concern is with interpretation as a communicative act, a concern made explicit in her Preface and implicit throughout the book.

Lee Hudson, ed. et al, *An Index to Studies in the Oral Interpretation of Literature, 1911-1975.* Funds for publication provided by a grant from Speech Communication Interpretation Division Research Committee (1977). This index lists books, essays, articles, and theses from 1911-1975 whose apparent emphasis is directly linked to the performance of literature. Only national and regional speech communication journals are included, with articles in irregular periodicals being listed in an appended section.

Charlotte I. Lee and Frank Galati, *Oral Interpretation,* 5th ed. Boston: Houghton Mifflin Co., 1977. The first edition of *Oral Interpretation* was published in 1952. For the current and fifth edition, Lee has been joined by a co-author, Frank Galati, who has contributed to the sections on prose and drama. In this edition, as in the earlier ones, there have been additions and alterations, as well as an up-dating of the literary selections included. But the text's organization, structure, approach, and philosophy have remained essentially unchanged, and it continues to be a basic text for a beginning course in interpretation.

Beverly Whitaker Long, Lee Hudson and Phillis Rienstra Jeffrey, *Group Performance of Literature.* New Jersey: Prentice-Hall, Inc., 1977. As the authors indicate, this is an introductory text, intended to serve as "an introduction to a way of studying and presenting literary texts through group performance." Although it was primarily designed for use in courses studying group performance, normally termed Readers Theatre or Chamber Theatre, the authors believe it may be useful in more advanced courses in interpretation if the instructor is interested in adding group performance to solo interpretation. Practical in its approach, this paperbound book's emphasis is upon the presentation of scripts for performance, with about one-fourth of its pages being devoted to treatment of the principles which undergird the selection, analysis and production of works of literature.

K.B. Valentine, *Interlocking Pieces: Twenty Questions for Understanding Literature.* Dubuque, Iowa: Kendall/Hunt Publishing Co., 1977. This extremely short book (51 pages) is intended to help beginning students in the analysis of all genres of literature. The questions are grouped into four areas: 1-8 emphasize situation in the text, 9-12 stress structure, 13-18 are concerned with language, and 19-20 deal with a summary of the text. There is a sample analysis of a poem to illustrate how the questions should be used and a glossary of literary terms.

DOCTORAL DISSERTATIONS:

Lorne Dwight Conquergood, "The Anglo-Saxon Boast: Structure and Function." Northwestern University, 1977.

Jane Ellen Cooper, "Oral Interpretation and Joycean Epiphany: A Study of the Literary Concept in Relation to the Interpreter's Performance Task." Purdue University, 1977.

Jennifer Waldron Jones, "Performance of the Narrator in James Joyce's *Ulysses.*" University of Washington, 1977.

Cecelia Duncan Keener, "A Study of the Relationships Among Performer Attitudes, Involvement with Personae, and the Performance of Literature." Southern Illinois University at Carbondale, 1977.

Richard Alan Livingston, "'Making the Whole Most Musicall': A Study of Prosodic Elements and Patterns of Sound in the Poetry of Henry Vaughan." Northwestern University, 1977.

Robert Brian Loxley, "Environments for Oral Interpretation: The Design and Use of Space for the Performance of Literature." Southern Illinois University at Carbondale, 1977.

Howard Rodney Martin, "Analysis of the Dramatic Speaking Voice: A Practical System and Methodology. University of Michigan, 1977.

Kristina Arndt Minister, "The Perception of Literature by Silent Readers and Oral Interpreters: A Theory and an Exploratory Experimental Study." Northwestern University, 1977.

Jack Neiman, "Stanislavski: His Acting Principles and Their Significance for the Field of Oral Interpretation." University of California at Los Angeles, 1977.

Phyllis Eva Scott, "An Interpreter's Approach to the Language Behavior of Literary Speakers: A Socio-linguistic Analysis of Joyce Carol Oates' Poetry." Southern Illinois University at Carbondale, 1977.

Judy Lee Svore, "An Ontological Perspective Applied to the Interpretation of Saul Bellow's *Henderson the Rain King*." University of Arizona, 1977.

Linda Frances Welden, "Hiram Corson: Interpretative Reader, English Teacher, Literary Scholar." Louisiana State University, 1977.

Judy Ellen Yordon, "The Double Motif in the Fiction of Flannery O'Connor." Southern Illinois University at Carbondale, 1977.

PERIODICALS:

Mary Eleanor Anderson, et al, "Certification Guidelines for Secondary Teachers of Speech Communication," *Southern Speech Communication Journal*, 43 (Fall, 1977), 58-66. This report was prepared by the *ad hoc* Certification Committee of SSCA and was adopted by the Executive Council of SSCA in Knoxville, Tennessee on April 7, 1977. The Committee was appointed in 1973 and was specifically asked to address the question of competency-based certification.

Wallace A. Bacon, "Higher Education and Speech Communication: The Next Decade," *Southern Speech Communication Journal*, 43 (Fall, 1977), 9-15. Concerning itself with all areas of speech communication, including interpretation, this essay presents a plea for a humanistic and informal approach to higher education.

M.S. Barranger, "Ibsen's *Little Eyolf* and Modern Tragicomedy," *Quarterly Journal of Speech*, 63 (April, 1977), 180-187. In this essay, Barranger contends that *Little Eyolf* is a work which prefigures contemporary tragicomedy as exemplified by the works of modern writers such as Harold Pinter and Samuel Beckett.

Judith C. Espinola, "Oral Interpretation Performance: An Act of Publication," *Western Journal of Speech Communication*, 41 (Spring, 1977), 90-97. Although recognizing that there are differences between traditional literary criticism and interpretive performance, Espinola is here concerned with stressing the similarities. She argues that the interpreter's performance should be seen as an act of publication and valued as such in the academic world.

Elizabeth C. Fine and Jean Haskell Speer, "A New Look at Performance," *Communication Monographs*, 44 (November, 1977), 374-389. In its presentation of a rationale for the study of performance through research and teaching, this paper reviews some major studies of performance in sociolinguistics, folklore, and literary criticism. It provides an overview of ways in which interpreters might profitably expand their knowledge of performance.

Teri Kwal Gamble, "Sex as a Factor Influencing Evaluation and Comprehension of 'Male' and 'Female' Monologues," *Western Journal of Speech Communication*, 41 (Spring, 1977), 110-116. This study was designed to determine how the interpretation convention of females interpreting 'male' material and males interpreting 'female' material affects an audience's evaluation and comprehension of performance. Six hypotheses were tested, the most important results being that there were no significant differences in the audience's response to men or women performing roles of the opposite sex but that the male was seen as performing a female role not quite as effectively as was the female performing the male role.

William Gourd, "Cognitive Complexity and Theatrical Information Processing: Audience Response to Plays and Characters," *Communication Monographs*, 44 (June, 1977), 136-151. This paper reports upon a study which was designed to determine whether there are significant differences in the response patterns of cognitively complex and cognitively simple persons when they view a dramatic porduction. The study revealed that complex and simple individuals respond to both plays and characters with significant differences.

Mary Frances HopKins, "Structuralism: Its Implications for the Performance of Prose Fiction," *Communication Monographs*, 44 (June, 1977), 93-105. This essay discusses structuralism through an explication of Roland Barthes' "Introduction to the Structural Analysis of Narrative," illustrates briefly how it can be applied to a text (with emphasis upon Virginia Woolf's *Mrs. Dalloway*), and suggests ways in which it can be of value to the performer.

Irmgard Johnson, "Senzo Sai Nō Performance: An Eye-and-Ear-Witness account," *Southern Speech Communication Journal*, 43 (Fall, 1977), 33-47. This essay is a detailed account of a performance seen in Tokyo in 1975 of a ran-Nō, a rarely viewed form of drama, the title of which is literally translated as "mixed-up" Nō. Johnson describes aspects of the standard Nō and then elaborates upon the ran-Nō, clarifying the description through drawings which delineate the position of audience, players, setting, and orchestra during performance.

Stuart J. Kaplan and G.P. Mohrmann, "Reader, Text, Audience: Oral Interpretation and Cognitive Turning," *Quarterly Journal of Speech*, 63 (February, 1977), 59-65. A major aim of this experimental study was to discover whether different communication roles in the oral interpretation situation would result in different perceptions of the literature. Results of the study indicated that the interpreter's perception of literature differs from that of more passive readers, a conclusion of evident significance to students and teachers in interpretation.

Barbara Lieb-Brilhart and Gayle E. Mayer, "SCA Directory of Communication and Theatre Workshops and Institutes for Secondary School Students and Teachers--1977." *Communication Education*, 26 (March, 1977), 172-179. The authors state that information for this directory was derived from responses to requests sent to members of the Association for Communication Administration the SCA list of department chairpersons, and those institutions previously listing summer institutes. Information given on workshops and institutes including dates, director, emphasis credits available, maximum enrollment, financial aid, and special benefits.

Janet Larsen McHughes, "The Poesis of Space: Prosodic Structures in Concrete Poetry," *Quarterly Journal of Speech*, 63 (April, 1977), 168-179. This study examines a number of concrete poems, revealing that they are controlled structures that can and do benefit from strict prosodic analysis. McHughes sees concrete poetry as having "true organic form," a view contrary to that held by many critics about this verse form.

Janice Jones Meyer, "*Bartleby the Scrivener*: Performing the Narrator's Inner Conflict in Chambe Theatre," *Communication Education*, 26 (November, 1977), 348-351. After a brief discussion of the narrator in Melville's story, Meyer develops her thesis that a Chamber Theatre production is a way of exploring and expressing this narrator's ambivalence. She sees this ambivalence as best expressed through the use of two narrating figures and indicates ways in which they might function in a production of the tale.

Michael Osborn, "The Evolution of the Archetypal Sea in Rhetoric and Poetic," *Quarterly Journal Speech*, 63 (December, 1977), 347-363. Blending an interest in poetic and rhetoric, Osborn's study of the archetypal sea has elements of interest to students in both areas. The study traces the changes that the sea as symbol has undergone in literature and public rhetoric from medieval to more recent times and suggests ways in which this process informs us about what we have become.

John Pazereskis, "Multiple Casting in Publicly Performed Group Interpretation," *Communication Education*, 26 (March, 1977), 169-171. This brief essay points to some of the problems and confusions which can emerge if multiple casting of one role is indiscriminately used in productions intended for a general public.

Robert M Post, "Impotency in Pinter's *No Man's Land*," *Central State Speech Journal*, 28 (Fall, 1977), 214-219. In brief essay, Post explores his view that impotency is a significant characteristic of the characters in Pinter's play, and he clarifies ways in which the view illuminates aspects of the play's meaning.

M. Lee Potts, "Developing Creativity: Anaïs Nin a Model," *Western Journal of Speech Communication*, 41 (Spring, 1977), 83-89. This study describes Otto Rank's theory of creativity and develops the view that Anaïs Nin is an exemplar of the theory, being a woman who fused art and life, especially in her *Diaries*. Potts makes a plea for greater emphasis upon creativity in academia and urges that students strive for the freedom of the artist, who simultaneously creates art and life.

Robert Ronning, "The Eccentric: The English Comic Farce of Sir Arthur Pinero," *Quarterly Journal of Speech*, 63 (February, 1977), 51-58. Ronning's thesis is that Pinero's significant contributions to drama are in his development of native English comedy and of the English eccentric character. He suggests that there are similarities in the points of view and comic sensibilities of Pinero, Oscar Wilde, Somerset Maugham, Noel Coward, and other comic dramatist

Donna Rice Shehorn, "Mythic Criticism and Interpretation," *Communication Education*, 26 (March, 1977), 160-163. Although Shehorn approves of the dramatic approach to the study of literature she believes it is limited when applied to a novel like William Faulkner's *As I Lay Dying*. She advocates the mythic approach as having particular value for Faulkner's novel and explores some aspects of this approach, with special reference to Cash.

Stuart Towns and Churchill L. Roberts, "A Bibliography of Speech, Theatre, and Mass Communication in the South for the Year 1976." *Southern Speech Communication Journal*, 43 (Fall,1977) 48-57. This bibliography lists the more significant works relevant to speech literature of the South for 1976, including books, monographs, articles, and some dissertations.

Stuart W. Towns, "The Florida Chautauqua: A Case Study in American Education." *Southern Speech Communication Journal*, 42 (Spring, 1977), 228-245. This study is an historical account of the development of the Florida Chautauqua and its 36-year history in the Panhandle town of DeFunia Springs. Beginning with a summary of the background of Chautauqua, it then focuses upon the Florida Chautauqua. Some of the study's information comes from the scrapbooks of Wallace C. Bruce, a significant figure on the late 19th century lecture-circuit and a president of the Florida Chautauqua for some years.

K. B. Valentine, "Readers Theatre Productions of Combined Arts: The Pre-Raphaelite Paradigm," *Western Journal of Speech Communication*, 41 (Spring, 1977), 90-109. In this essay, Valentine urges that interpreters explore the relationship between the visual and verbal arts in their readers theatre productions. She briefly discusses correspondences in the aesthetics of divergent pre-Raphaelite artists, suggests a readers theatre program that might derive from their work, recommends other artists who could be similarly treated, and provides a short bibliography of works that stress correspondences among the arts.

Carol Weiher, "American History on Stage in the 1960's: Something Old, Something New," *Quarterl Journal of Speech*, 63 (December, 1977), 405-412. Weiher's subject is the historical drama that emerged in America in the 1960's, a kind of drama that differed from the patriotic and romanticized historical plays earlier written by dramatists such as Maxwell Anderson. Althoug reference is made to a number of plays, emphasis is upon Martin Duberman's *In White America* and Arthur Kopit's *Indians*, each of which is discussed in terms of form, intention, and effect

Diane K. Wilson, "Developing Skill in the Oral Reading of Informational Prose," *Communication Education*, 26 (November, 1977), 352-354. This essay presents a rationale for the contention that course offerings in interpretation might profit from the addition of one or two assignments in the reading of informational prose. Wilson believes that an interpretation student ought to be able to handle informational reports as well as imaginative literature and she suggests ways in which this end can be achieved.

Issues in Interpretation: "Genre," 2, No. 1 (1977). This issue explores the concept of "genre" in terms of its significance to the interpreter. Contributors: Wallace A. Bacon, Janet Bolton, Paul Newell Campbell, Mary R. Hardwick, Donald R. Salper, David A. Williams.

Issues in Interpretation: Audience, 2, No. 2 (1977). For this issue, contributors were asked to explore the function of the audience for the interpreter in theoretical terms. Contributo Paul Brandes, Carol J. Gaede, Beverly Whitaker Long, Gilda Parella, Sheron Dailey Pattison, Thomas O. Sloane.

Issues in Interpretation: Audience, 2, No. 3 (1977). Chester Clayton Long provided four poems as sample texts to be explored for features which affect the interpreter's performing relationship with the audience. Contributors: William A. Boyce, Katharine Taylor Loesch,

Charles John McGeever, Maxine Trauernicht.

Readers Theatre News, 4, No. 2 (Spring, 1977); 5, No. 1 (Fall, 1977). This publication regularly features a number of short essays on various aspects of Readers Theatre as well as information on workshops, festivals, and other activities. The Fall number presents a brief description of the convocation which was held on July 8, 1977, at San Diego State University during the Institute's Fifth National Summer Workshop; attending the Workshop were William Adams, Wallace Bacon, Robert Breen, Leslie Irene Coger, Ned Joy, Charlotte Lee, Loanna Maclay, Robert McCoy, and William Smith. The Fall number also contains a "Readers Theatre Bibliography: An Oral Interpretation Interest Group Project of the Speech Communication Association, 1976-1977," compiled by Leslie Irene Coger, Melvin R. White, and Clark S. Marlor.

A REVIEW OF RESEARCH IN MASS COMMUNICATION IN 1977

Barbara Kaster

A review of research in mass communication is not only a formidable task, it is an impossible one. There are, at last count, over 700 journals devoted entirely or in part to some aspect of mass communication. I have not consulted all 700.

One must understand that this division of the SCA is the only one with such intimate links to industry, and with such a profound interest in technology. Mass media scholars must study federal regulations, network machinations and film studio gyrations. The invention of Electronic News Gathering cameras, steadycams, digital editing equipment, fast film emulsions, home Betamax videorecorders, and so forth, will have serious impact on what audiences see, and for scholars to understand the developing technology, they must consult far more than academic journals.

What follows, is absurdly incomplete but can perhaps suggest the principal interests of scholars, rather than practitioners, in the field. I will first review research published in SCA or regional journals and then highlight work published elsewhere.

Articles which evaluate how broadcast organizations operate during a presidential campaign can always be expected to appear in SCA and regional journals, and 1977 was no exception.

David L. Swanson's "And That's the Way it Was? Television Covers the 1976 Presidential Campaign"[1] used Paul H. Weaver's concept of the "melodramatic imperative" to examine the campaign coverage by TV News departments. Because TV news operates under the constraints of time limitations, the primacy of the visual image, and the need to appear objective, news coverage tends to focus on or create mini-melodramas. Swanson reports that this "melodramatic imperative" operated in the 1976 campaign when TV news portrayed the candidates as if they were a cast of characters continually engaging in strategies and tactics, and the weekly assessment of the winner or loser, based on primary votes or polls, was explained as evidence of good strategy rather than a good program. Swanson concludes that voters learned little about the candidates' positions from TV news and thus became cynical.

L. Patrick Devlin wrote about the television commercials used by Ford and Carter.[2] Devlin points out that Ford's ads for the primaries emphasized his incumbency and showed him in the oval office. During the general election, however, the ads focused not on Ford as President but on his high personal qualities. The Ford compaign produced dozens of thirty and sixty second spots resulting in what Devlin calls "ad overkill" and feels too many messages on too many topics were used.

Devlin points out that Carter's ads for the primary campaign tended to be five minute spots with Carter in shirt sleeves. These ads were issue oriented. In the general election, however, the campaign shifted to the use of sixty second ads of the talking head variety. The Carter campaign used few different ads. Devlin concludes that Carter's ads thus became more presidential by the general election while Ford's became less presidential.

Craig Smith, concentrating on convention coverage, examined "Television News as Rhetoric."[3] He argues that because news is "packaged" it is more persuasive than informative and follows certain rhetorical principles.

The most important analysis of TC news, however, was Richard B. Gregg's "Newscasting" which was the lead article in the Winter Issue of *Central States Speech Journal*.[4] In a major article which should be of as much interest to rhetoricians as to mass communication scholars, Gregg seeks to understand the common consciousness whole systems of messages are cultivating.

Gregg examines the way news stories are framed, the way frames are joined and the way the contexts are presented within the frame. He examines those things not often called into conscious questioning but which can have a profound effect on our attitudes. He concentrates on the symbolic schema of time, space and personalized action.

He concludes that since newscasts use the narrative form, the premium is on cogency, dramatic movement and clear beginnings and endings. Thus, "articulate scenes are preferred over the ambiguous or inarticulate; viewpoints are highly resolved; action scenes are preferred; visual facts are preferred over all others." Gregg points out that newsstories are told in two-or-three minute segments, that these segments are isolated and discrete, each seems to have equal weight and all seem unrelated.

Gregg argues that TV tends to personalize issues and events. He discusses the persona

of reporters and anchorpersons: the masterful stance, the flawlessly delivered lines, the sense of authority and credibility.

The result of all this, Gregg concludes, is that such a distorted view of the world is offered that the public begins to feel frustrated in the real world. Ordinary people become immensely frustrated when issues are debated on the local level because, unlike TV newsstories, the analysis is not crisp, the people are not articulate, time seems wasted. If gauged against the picture of the world on TV news, most people feel incompetent.

Thus our journals offered a broad look at the media and politics. There were, of course, other interests. Two studies in our journals dealt with the Federal Communication Commission's regulatory power, one with a history of the FCC's access and ascertainment requirements and one with the FCC mandated Family Viewing Time.

Robert Avery, in a lead article in the *Western Journal of Speech Communication*[5] traces the crucial developments from 1927 (the date of the first Radio Act) to the present with respect to (1) access to the broadcast spectrum, and (2) ascertainment of whether a station is broadcasting "in the public interest." This article is one of the most succinct, thorough treatments of those regulations available.

There was great controversy a few years ago when the FCC mandated Family Viewing Time from 7:00 p.m. to 9:00 p.m. during which violence and sex would be kept to a minimum. Brian Fontes, Gail Barwis and Joey Reagan studied viewer perceptions of Family Viewing Time.[6]

Using a cross-sectional survey, they randomly sampled some 600 people in Grand Rapids and Pontiac, Michigan and found that less than half of the sample had heard of the Family Viewing Time; that the higher the education and the more children the subject had, the more likely they were to be aware of FVT and to think there was less violence than had previously been the case. Those with lesser education tended to think FVT had improved television while those with higher education felt it had made television worse. Regardless of education, those with more children felt FVT had improved television. Respondents in all categories thought violence was worse than sex in programming.

Dennis and Dane Klinzing, in the November 1977 issue of *Communication Education*, in an article entitled "Communicating with Young Children about Hospitalization," reported that a videotape (*Going to the Hospital*, featuring Mr. Rogers) was found to increase young children's knowledge of hospitalization and to improve their attitude about hospitals.

One other study of audiences was published in our journals in 1977. James Fletcher reported on a study conducted in 1973 which analyzed the differences between those who watched the Senate Watergate Hearings on commercial television stations and those who watched the Public Broadcasting System coverage.[7] The survey, limited to viewers in Lexington, Kentucky and conducted after-the-fact, revealed that those who watched on PBS were more likely to have a college education and to be politically active.

There was only one study in our journals dealing exclusively with radio. The lead article in the Fall Issue of *Communication Quarterly* was Roderick Deihl's history of NBC and CBS shortwave radio programming in Latin America.[8] In this solid piece of historical writing, Deihl traces the establishment and operation of shortwave broadcasting by these two networks in the dozen years before American involvement in World War II. He points out that the programming was essentially entertainment and that the government took no interest until the mid-1930's when German and Italian shortwave also began to be beamed to Latin America. The American motive had been profit--profit for the networks and advertisers. The Fascist motive was propaganda. By 1942 the United States government assumed control of all American shortwave broadcasting.

Those then are the radio and television studies from our journals. As fine as some of these studies are, most lack the depth and substance of Gregg's and Deihl's works. In any case, those whose major interest is broadcasting have to look to many other sources to keep up with current scholarship. Let me briefly cite major work published elsewhere.

The International Communication Association's *Communication Yearbook*[9] published two major studies. In one, Jennings Bryant and Dolf Zillmann showed that the more engaging and interesting a television tape, the more likely it was to lessen anger.[10] The second study, by Timothy Meyer and Stanley Baran, examined the relationship between self-esteem, televised pro- and anti-social behavior and consequent actions.[11] Using sets of videotapes which showed both pro- and anti-social behavior, this study showed that high self-esteem males engaged in significantly more imitative anti-social behavior after viewing the videotapes than did any other group, while low self-esteem children displayed significantly more imitative pro-social behavior. Thus, television program content alone is not as predictive of subsequent behavior as content linked with self-esteem.

Other important research includes: a study which shows American produced mass media still dominate the world market;[12] a massive, highly detailed study that shows there was a media malfunction in reporting the Tet Offensive in 1968;[13] a study which showed that Public

Interest Programming is a function of competition, not economics;[14] a study which showed opposite heart rate activity when a cartoon and a film of a surgical operation were shown to the left and right eye;[15] further research showed that images placed on right and left sides of a television screen were perceived as equally important, prominent, attractive and interesting but that retention was best for images placed on the left.[16] The *Journal of Broadcasting* published a four part series on the use of the Gerbner Violence Profile, the device used to measure the amount of violence on television,[17] and, Herb Zettle published an embryonic aesthetic theory of multi-screen television.[18]

Studies in international media showed that family planning campaigns were more successful in underdeveloped countries when media experts were involved in planning the campaigns;[19] another study concluded that educational television systems are most appropriately developed by nationals for nationals;[20] and a major study of the media under Marshall Tito demonstrates that the media became increasingly decentralized and more professional.[21]

Finally, those interested in broadcasting should read and attend to the ples of the grand old man of mass communication, Wilbur Schramm, who wrote a long article for the *Public Telecommunications Review*[22] which traced the development of communication theories and methodology and concluded that work needs to be done which will translate general and theoretical ideas into specific guidance for producers of educational television.

Let us now consider research in film. If one's principal interest is film, as mine is, one faced a blank screen in our journals. This absence certainly comes as no surprise to the cinephiles in our midst. Film scholars, nonetheless, had a great deal of material to read.

James Anderson has pointed out that "Recent developments in theory and criticism in film can be usefully described as a split between the semiologists and those with a more phenomenological perspective."[23]

Semiologists, inspired by the work of Saussure in linguistics, are now appearing in many academic disciplines. Film semiology began with Wolen's 1972 *Signs and Meaning in the Cinema* and has been further refined by Christian Metz, particularly in the 1974 *Film Language: A Semiotic of the Cinema*. Scholars continue to work with these ideas and in 1977 the British journal *Screen* continued to be a rich source of semiotic thinking. An article by Jean-Pierre Oudart, published in *Screen*,[24] explores the signifying potential of what he calls "The Absent One," that which the camera does not include in a given shot but which was included in a previous shot.

James Monaco's *How to Read a Film*,[25] published in 1977, contains one of the clearest statements of semiotics and structuralism while at the same time offering a lucid exposition of the theories in opposition.

This scientific effort, epitomized by Metz's semiotics is becoming increasingly dominate. It is not, however, unopposed. The phenomenological approach is in sharp opposition. But as Dudley Andrew notes, "while still exerting enormous influence in most fields, phenomenology is hardly visible in film because of the early death of its two most brilliant practitioners, Andre Bazin and Amedee Aygre."[26] Recently the phenomenological position has been championed by Henri Agel, although his work is printed almost exclusively in French. George Linden's *Reflections on the Screen*, published eight years ago, still remains the major English language statement.

Traditional film study continues to be produced by individuals with no set of philosophical methodologies but who bring a refined sensibility to bear on the aesthetic object, the film. Their work was found in 1977 in publications like *Sight and Sound*, *Film Comment*, *Quarterly Review of Film Studies* and other such journals. As an example of this group one might cite Lawrence Shaffer's "Reflections on the Face in Film," published in *Film Quarterly*.[27] After an examination of close-ups of faces in a variety of films, Shaffer concludes that we are never happy with the substitution of camera for protagonist. We want to see the character seeing, not what he sees.

Historical research continues in film and in 1977 two important biographies of directors were published, Lee Atwell's study of G. W. Pabst[28] and Robert Johnson's study of Coppola.[29] Other historical projects include studies of film movements, although nothing appeared which compared with previous studies like Monaco's book on the New Wave[30] or definitive history of the Soviet film by Jay Leyda.[31]

Interest continues in the experimental film and the interview with Ed Emshwiller in *Filmmaker's Newsletter* deserves mention.[32]

While people whose primary interest is in film rarely consult *Literature/Film Quarterly*, those with an interest in literature-as-reflected-in-film do. Those in oral interpretation would be interested in the Fall issue which was devoted to Shakespeare on film[33], and the Spring issue which contains an interesting debate about the film adaptation of Ken Kesey's *One Flew Over the Cuckoo's Nest*.[34, 35]

In conclusion, let me speculate. I suspect that the reason our journals failed to publish

any film study is not that such articles were rejected but that they were not submitted. Our journals simply are not the publications that film scholars read. There are too many other journals devoted exclusively to film.

Footnotes

[1]David L. Swanson, "And that's the Way it Was? Television Covers the 1976 Presidential Campaign." *Quarterly Journal of Speech*, October, 1977.

[2]L. Patrick Devlin, "Contrasts in Presidential Campaign Commercials of 1976." *Central States Speech Journal*, Winter, 1977.

[3]Craig R. Smith, "Television News as Rhetoric." *Western Journal of Speech Communication*. Winter, 1977.

[4]Richard B. Gregg, "Newscasting." *Central States Speech Journal*. Winter, 1977

[5]Robert K. Avery, "Access and Ascertainment in Broadcasting: An Overview." *Western Journal of Speech Communication*. Summer, 1977.

[6]Brian Fontes, Gail Barwis and Joey Reagan, "Audience Perceptions of Family Viewing Time." *Central States Speech Journal*. Winter, 1977.

[7]James E. Fletcher, "Commercial Versus Public Television Audiences: Public Activities and the Watergate Activities." *Communication Quarterly*. Fall, 1977.

[8]E. Roderick Deihl, "South of the Border: The NBC and CBS Radio Networks and the Latin American Venture, 1930-1942." *Communication Quarterly*. Fall, 1977.

[9]Brent D. Ruben, Ed., *Communication Yearbook I* (Transaction Books) 1977.

[10]Jennings Bryant and Dolf Zillmann, "The Mediating Effect of the Intervention Potential of Communications on Displaced Agressiveness and Retaliatory Behavior." *Communication Yearbook I*. 1977.

[11]Timothy P. Meyer and Stanley J. Baran, "Effects of Pro- and Anti-Social Television Content on Children with Varying Degrees of Self-Esteem and Different Television Character Preferences." *Communication Yearbook I*. 1977.

[12]Jeremy Turnstall, *The Media Are American* (Columbia University Press. 1977).

[13]Peter Braestrup, *Big Story: How the American Press and Television Reported and Interpreted the Crisis of Tet 1968 in Vietnam and Washington* (Westview Press. 1977).

[14]Robert H. Prisuta, "The Impact of Media Concentration and Economic Factors on Broadcast Public Interest Programming." *Journal of Broadcasting*, 21. 1977.

[15]Stuart Semond and Linda Farrington, "Emotional Response to Films Shown to Right or Left Hemisphere of the Brain Measured by Heart Rate." *Acta Psychologica*. Fall, 1977.

[16]Nikos Metallinos and Robert Tiemens, "Asymmetry of the Screen: The Effect of Left vs. Right Placement of Television Images." *Journal of Broadcasting*, January, 1977.

[17]David M. Blank, "The Violence Profile;" George Gerbner, et. al., "The Gerbner Violence Profile - An Analysis of the CBS Report;" David M. Blank, "Final Comments on the Violence Profile;" George Gerbner, et. al., "One More Time: An Analysis of the CBS 'Final Comments on the Violence Profile.'" *Journal of Broadcasting*, 21, 1977.

[18]Herbert Zettle, "Toward a Multi-Screen Television Aesthetic: Some Structural Considerations." *Journal of Broadcasting*. Winter, 1977.

[19]David Poindexter, "The Role of Broadcasting in World Population." *Combroad*. 1977.

[20]Herbert Marche and Etienne Brunswick, "Educational Television in Developing Countries." *Educational Media International*, September, 1977.

[21]Gertrude Robinson, *Tito's Maverick Media: The Politics of Mass Communication in Yugoslavia*. (University of Illinois Press. 1977).

[22]Wilbur Schramm, "The Researcher and the Producer in ETV." *Public Telecommunications Review*, July, 1977.

[23]James Anderson, "Mass Communication Theory and Research: An Overview." *Communication Yearbook I* (International Communication Association) pp. 280.

[24]Jean-Pierre Oudart, "Cinema and Suture." *Screen*. Winter, 1977.

[25]James Monaco, *How To Read A Film*. (Oxford University Press, 1977).

[26]Dudley Andrew, *The Major Film Theories* (Oxford University Press, 1976) pp. 243.

[27]Lawrence Shaffer, "Reflections on the Face in Film," *Film Quarterly*, Winter, 1977.

[28]Lee Atwell, *G. W. Pabst* (Twyne Publishers) 1977.

[29]Robert K. Johnson, *Francis Ford Coppola* (Twyne Publishers) 1977.

[30]James Monaco, *The New Wave* (Oxford University Press) 1976.

[31]Jay Leyda, *Kino* (Collier Books), 1960.

[32]*Filmmaker's Newsletter*. November, 1977.

[33]*Literature Film Quarterly*. Fall, 1977.

[34]Marsha McCredie, "One Flew Over the Cuckoo's Nest: Some Reasons for One Happy Adaptation." *Literature/Film Quarterly*, Spring, 1977.

[35]Elaine Safer, "It's the Truth Even if it Didn't Happen: Ken Kesey's One Flew Over the Cuckoo's Nest." *Literature/Film Quarterly*. Spring, 1977.

RHETORIC INVADES REALITY: PUBLIC ADDRESS RESEARCH IN 1977

Robert O. Weiss

What those engaged in research in public address are trying to do, it seems to me, is to monitor all manner of public discourse in order to understand it thoroughly and criticize it thoughtfully, showing what to look for and what to look out for. In keeping with the aim of scholarship generally, that of making accessible to the society within which it is conducted the kinds of knowledge which are appropriate for that society, the old wisdom is discarded or refurbished, new wisdom is created.

Needless to say, public discourse, consisting of the reverberations and crashes of symbols which embody our social perceptions and passions, merits and requires systematic scrutiny. Rhetoric is as real as anything else, and the talk which surrounds us permeates every aspect of our existence. For this report I have been assigned to survey the activity of scholars whose concern with public address was manifested in 1977 publication and to provide some observations on their monitoring of the public discourse. The theme which I will lightly impose in following this course is that to varying degrees and in diverse ways the scholarship in this area has been wrestling with the problem of the relationship between rhetoric and reality, moving with an increased assurance toward the claim of public address to a share in whatever reality there is.

That this theme is an imposed one is apparent enough, of course, for it is no secret that the history and criticism of public address are far from a state of paradigmatic bliss. Having voluntarily departed from the garden of Aristotle, scholars in the field appear to have become determinedly, even obstinately pluralistic and eclectic. Among the identifiably "public address" studies to be found in *Dissertation Abstracts*, for instance, the panoply of methodologies utilized does, naturally, include many of those developed by individuals expected to provide methodologies in this field, from Aristotle to Gronbeck, but it also stems from a collection of resource figures in adjacent areas, ranging from Burke to Boulding, and even more broadly from game theory, content analysis, and a host of others. There are, indeed, scholars working in concert, or at least conversing animatedly with one another, but individual effort seems to be the dominant research mode. My theme will emerge, then, through four somewhat arbitrarily determined clusters or constellations of research. The first cluster consists of studies analyzing myth, metaphor and fantasy; the second includes explorations of genre in public address. The third and fourth clusters will concern the rhetorics of historical reality and of political communication.

The previous allusion to the "myth of the garden" may provide a sufficient entree to the first constellation. Myths, fantasies, and metaphors represent such important constituents of social reality and occur so pervasively in public address that substantial scholarly energies are being absorbed in investigating them, resulting in a multitude of studies which throw light upon the structure of public discourse and illustrate the intrusion of rhetoric upon reality as well. Myths, fantasies, and metaphors all function essentially as fundamental symbols which allow us to structure reality, in effect constituting "larger and smaller units of the same kind of thing."[1] Their recognition and identification provide starting points for probing both the meaning and the significance of discourse.

Metaphors are an inherent concern of rhetoric. Even the most prosaic metaphor involves symbolism and language in meaningful structural configurations, imaginatively engaging our understandings and motives. We may, for instance, be "trapped" by a metaphor. During the colonial era both British and colonists were trapped by the metaphor of "the mother country," as Vernon Jenson explained in suggesting that this parental metaphor so narrowed the options and perceptions of the antagonists at that time as perhaps to make an unnecessary conflict inevitable.[2] Not every metaphor has so great an effect, of course. Some of them simply fail, for good rhetorical reasons, as was illustrated in Herman Stelzner's case study of Gerald Ford's ill-fated "war on inflation."[3]

The quest for archetypal metaphors, which presumably outrank garden variety metaphors by virtue of the more universal essences of human experience which they involve, represents an established effort to probe rhetorical realities. Michael Osborn's 1977 contribution to the quest was an essay examining appearances in public address of the "archetypal sea," a traditionally powerful metaphor which, Osborn argues, in the 19th century touched contradictory response systems in a world of values torn between freedom and order. In poetics the sea represented freedom, in rhetoric a fear which demanded order, and thus even poetics and rhetoric fell into an unresolved tension. Although the archetypal metaphor of the sea has faded considerably in 20th century discourse, its widespread appearance manifested intense human feelings which will continue to require forms of expression.[4] Winston Churchill's intensive employment of archetypal metaphors, including the familiar light and dark theme, was described by William Rickert as "a mythopoetic translation of World War II," an example of a process by which

immediate suffering was exchanged rhetorically for the "metaphorical abstraction" of a collective struggle.[5]

The obligatory footnote of 1977 cited Ernest Bormann's 1972 explication of "fantasy theme analysis" (terminology borrowed from group dynamics), a procedure which seems to embody the movement from smaller to larger symbolic units.[6] In fantasy theme analysis, the critic examines a body of discourse to discover commonly repeated dramatic incidents (or "fantasies") which appear there and from these attempts to reconstruct the rhetorical or mythic vision which governs that discourse. This procedure generates questions concerning, for instance, the motives implied in the rhetorical vision. Explicit in Bormann's explanation of fantasy theme analysis is the proposition that looking to words may be more important than looking to things for understanding events and that, for that matter, in many cases the words "are" the reality. The application of the methodology in 1977 would best be illustrated, no doubt, with a study by Bormann himself, where he sets forth the discovery of a significant fantasy "type" in American public address which he labels "fetching good out of evil" (terminology borrowed remotely from speech pathology).[7] "Fetching good out of evil" designates the dramatic idea that times of trouble call for activity, such as obeying God's will, which will bring forth or restore good times. A society whose rhetorical vision encompasses this fantasy will respond deeply to, say, the appeal of an Abraham Lincoln for national unification to heal "the punishment of this terrible war." Specifically, the essay contends that Lincoln made "masterful" use of the fantasy type of fetching good out of evil to "build cohesion and motivate Americans in time of war," depending for his effect upon the popular vision which had already been created by generations of earlier speakers. Fantasy theme analysis thus tends to illuminate the rhetorical vision of a people as well as the ways in which speakers have utilized and reinforced that vision.

Myths, described by Levi-Strauss as "language functioning on an especially high level,"[8] serve a society as timeless models of reality having a presumed historical status. In an examination of the deep structure of Hitler's *Mein Kampf*, Michael McGuire gave us some understanding of the way in which that work achieves meaning and imposes itself through myth upon real world matters.[9] Thus myths, as well as metaphors and fantasies, structure social reality.

The second constellation of studies appearing brightly in the public address sky seems to approach form in a somewhat different context. This is genre criticism. In exploring the ramifications of genre, that "unpronounceable and alien thing," the critic of public address as might be expected examines the possibilities for classifying discourse, locates the expectations or appetites created by a particular type of discourse, and studies the influence upon rhetorical activities of previous discourse of the same kind.

At its most fundamental level, this constitutes simply a description of the characteristics of certain well-categorized events. In one article, for instance, the language of sermons was demonstrated by Thomas D. Clark to exhibit such features as certainty, abstractness, and presentism. Preachers of sermons are either constrained by the situation or have habitually been attracted to this characteristic language which is in clear contrast to that of political speeches or speeches of social concern.[10] In another journal, Martin Medhurst focused more narrowly upon the genre of inaugural prayer, noting that changes in some of the most ritualistic forms of rhetoric may foreshadow alterations in public perceptions. Bishop William Cannon's prayer at the 1977 inaugural was seen as indicating a "realignment of symbols and myths to which the American people are invited to pay homage."[11] Further refinement of genre criticism has meant special exploration of particular forms and their variations. Noreen Kruse, after observing that speech is "at least partially determined by the needs of the rhetor," examined the place of personal motivation in speeches of apology, which are popular objects of study in such criticism.[12]

A certain understanding of the common consciousness may be derived from rhetorical analysis of what may be regarded as one genre of public address, the television newscast. An article by Richard Gregg, for example, produced some useful insights regarding the "body of identifications" which are part of the dramatic structure of the newscast itself. When political events are cast almost universally into mini-drama form by television, this may have such effects as eliminating the larger context of the events which we segment in this fashion. The structural demands of the medium, rhetorical in force, determine the cognitive processing of the events which are portrayed. The kind of knowing which is fostered, claimed Gregg, does not foster useful judgment.[13]

The most ambitious monograph from the school of generic criticism during 1977 was Roderick Hart's *The Political Pulpit*, an examination of an extensive range of civil-religious discourse, the sort of talk which sociologist Robert Bellah had summed up as constituting an American civil religion.[14] The aim of Hart's study was to determine the generically distinctive elements of that kind of discourse, but on the way he found himself discounting the notion of a civil religion and positing in its stead an implied contract between church and state, formally restrained by a wall of separation, through which the claims of each are mutually supported and the subtle balance of the two is maintained in a rhetorical realm. We do not so much have a civil religion, said Hart, as a public rhetoric, or at least the latter conception provides a richer and more tenable analysis of the twin phenomena, religious elements in political speaking and political aspects of religious talk. Civic appeals for divine guidance and clerical confirmations of political authority so abundant in public discourse serve as stabilizers, and Hart's provocative conclusion was that we can maintain the contract by realizing its rhetorical nature,

by keeping it "safely ensconced in the realm of symbolic reality."

The exploration of the relationship between rhetoric and historical reality marks a third research cluster which appears within the 1977 public address studies. 1976 had been, after all, America's Bicentennial year, and 1977 was replete not only with fall-out from the inevitable scholarly investigations of Revolutionary oratory, but more generally with an attentiveness to the whole rhetorical history-forming processes of orators and historians.

The conviction that persuasive discourse has a discernible historical influence has long been an article of faith among those who do research in public address. Furthermore, students of rhetoric have been keenly conscious that the writing of history constitutes a rhetorical enterprise and that historical imperatives govern all historical interpretation. Now, as rhetoric invades reality, that scholarship hints strongly that rhetoric may function directly within the historical process itself.

Perhaps the boldest claim for this position was presented by Michael McGee, who in an investigation of the relationship between the execution of history in practice and the conceptualization of history in theory concluded that there is a rhetoric "inherent" in the execution of history.[15] Using the example of the "fall" of the Duke of Wellington as prime minister of Great Britain in November of 1830 as an illustrative incident which ideological historians had been accused of distorting, McGee argued that what happened in Wellington's case was a rhetorical response to (broadly) a rhetorical situation. The arguments themselves, disposing of Wellington's immense charisma by establishing an English analogy to the horror story of France, were the necessary conditions of reform. The rhetoric meant more than the political, economic, or social sources of change. McGee cites Bagehot's adage that all change must be "silent." The rhetorical force exists in the real realm of history, then, and in this study the speakers and their discourse served as evidence of its shape and character.

1977 was a year rich in illustrations of the process involved in rhetorical transformations of historical experience. Consider the Boston Massacre. The very label is manifestly rhetorical. Somehow a relatively minor incident in King Street became an enacted moral drama representing in a vivid capsule the struggle of liberty against tyranny. "Whether the moral quality of an event emerges is largely a matter of rhetoric," as Kurt Ritter concluded when he described day by day the discourse through which the Boston Massacre became an event suffused with basic value loadings which were real for the colonial populace.[16] Or consider Frederick Jackson Turner. Turner's Frontier Thesis transformed the log cabin experience into the rhetorical/historical reality of the heroic frontiersman conquering the wilderness, setting an optimistic tone for the lives of even the most urban American. As Ronald Carpenter explained, the characterization of the frontiersman was the central element of the Frontier Thesis and became through Turner's rhetorical skill and the response of the participants a mythic constituent of the American experience.[17] Historians are persuaders. Or consider the lesser known circumstances of the United Mine Workers election in 1972, when the past was kept alive and manipulated toward the needs of the candidates each to demonstrate his legitimacy in terms of the heritage of John L. Lewis' leadership.[18] In each case, the process involved was recognized as not so much some kind of distortion of simple fact, but as a manifest rhetorical construction of historical reality.

A fascination with political discourse is a permanent hallmark of public address research, even in a time when the range of discourse examined has expanded to include comic strips and television commercials, and the 1977 research was enriched by the fact that 1976 had been an electoral as well as a Bicentennial year. A fourth constellation of research looked at the rhetoric of politics and political communication generally.

The abundance of public address studies dealing with political campaigning illuminated many significant features of the political process and illustrated, as well, the contributions which diverse conceptual schemes and research methods may make to understanding that process.[19] The October 1977 *Quarterly Journal of Speech* arrived with no less than five studies of the 1976 national election campaign, each with an intriguing angle of vision toward what had happened. John Patton's analysis of Jimmy Carter's language, for instance, suggested the notion of "transcendence" as explanatory of the way that language worked to "offer the possibility of newness" and take people beyond immediate differences by affirming the "goodness" within them. "Rhetorically," commented Patton, "this is to recognize and appeal to the centrality of belief in shaping reality."[20]

The social conception of reality, more narrowly public opinion, is basic in political communication. Public address research has tended, naturally enough, to remain close to the manuscripts, the speeches, editorials and pamphlets which constitute its life blood, and the studies of political newscasts cited earlier fit this tradition, but one claim of such research has been that the vision of reality of an audience and of society at large may be discerned in the views implicitly attributed to them by the discourse they receive. Speeches, as Ernest Wrage said, "bear the imprint of the popular mind."[21]

Scholars make no great leap, therefore, when they decide to look more directly at the popular mind, if appropriate instruments and audiences are available. The extensive literature of public opinion sampling responds to that impulse. Among the five studies of the 1976 election in the *Quarterly Journal of Speech* mentioned earlier, two explicitly sought to develop a

link between rhetorical analysis of the campaign discourse and more directly measured responses of the electorate. David Rarick and associates, for instance, utilized a Q-sort technique to measure in a sample public the Carter "persona" they had derived from a study of the campaign material, discovering "some evidence of a link between rhetorical analysis of political campaign persuasion and audience responses."[22] John F. Cragan and Donald C. Shields went a step further in a similar attempt to "validate," interestingly enough, the methodology of fantasy theme analysis, concluding their account of the rhetorical vision of foreign policy dramas in Peoria, Illinois, with a "computer-derived foreign policy speech" which would presumably play well in Peoria.[23]

Social reality is not static, of course. The dimensions of change in public attitudes toward issues and candidates during a campaign were explored and measured by Barnett and others, who illustrated how political messages produced by computers may be adapted to the changing configurations of the public attitudes so measured. "The vector addition procedure that serves as a basis for generating messages" may be a far cry from the more heroic models of choice-making speakers, but messages so composed certainly do bear the imprint of the public mind.[24] Even in a study which demonstrated that "the candidate's speeches produced positive shifts in image across all audience situations," Keith Sanders and Thomas Pace felt constrained to suggest that information-seeking behaviors of the audience were greater determinants of the effect than were the messages and their sources.[25] The rhetorical transformations of political reality may apparently be seen as induced by the electorate themselves.

In its totality, public address research constitutes a rich and complex universe where other constellations and stars are worthy of equal attention. It may be said that stars do not produce much illumination, but up close they do. Many essays which I found engrossing and enlightening are missing from this abbreviated survey, but when all is said and done it seems to me that these studies have brought to our attention the constituents of reality in basic myths and metaphors and the participation of generic considerations in the construction of that reality, and in addition they have brought historical and political realities into focus by explaining the rhetorical processes by which they have been formed and transformed.

Now inserting a bullet in the margin at this point, let me add a brief extension of remarks in order to mention a few additional matters which were not incorporated in the above account.

One very important thicket which this survey has steered clear of consists of explorations of certain metatheoretical matters, questions about what students of public address ought to be doing or about how to judge whether what they are doing is useful and coherent. Not only are the claims of differing research approaches to public address advocated and examined, but also at stake are basic issues concerning the extent to which history and criticism overlap, whether scholarship is to aim at the development of general theory or simply elucidate unique experiences, and whether it is explication or argument which scholars are to provide. Barnet Baskerville, for instance, vividly set forth one of these issues in an influential article, "Must We All Be 'Rhetorical Critics'?", and David Swanson, in a pair of *Communication Monograph* essays, introduced a whole conceptual framework within which critical justifications may be classified and generated. Such essays provided a complex continuing debate as a background for public address research.[26]

One well established and productive approach to public address well represented in the published research and not explicitly discussed already is movement study. What seemed to be going on in 1977 was the extension of applications of movement study to relatively conservative movements and even to movements within the establishment itself, as exemplified by David Zarefsky's monograph showing how elements of the rhetorical characteristics of movements informed the maneuvering concerning the "War on Poverty" within the Johnson administration.[27]

A final sampling of some of the individually provocative articles which appeared during 1977 might include Carroll Arnold's analysis of apparent inconsistencies in American public discourse and the responses to this analysis which were originally a convention program and were published in the *Central States Speech Journal*, an effort by James Crocker to establish a "rhetoic of encounter" from study of the Kent State situation, James L. Hoban, Jr.'s application of Burke's "perspective by incongruity" to Solzhenitsyn, and Ingeborg Chaly's reassessment of John Adams' defense of the British soldiers in the Boston Massacre case. And for "dessert," one might read Evan Blythin's action-oriented use of Rhetorical analysis to dismantle some Las Vegas advertising in "Improbable Claiming," appearing in the Fall, 1977, *Western Journal of Speech Communication*.

Footnotes

[1]The phrase comes from Henry Nash Smith, *Virgin Land: The American West as Symbol and Myth* (New York: Vintage Books, 1959), p. v.

[2]J. Vernon Jensen, "British Voices on the Eve of the American Revolution: Trapped by the Family Metaphor," *Quarterly Journal of Speech*, 63 (February, 1977), 43-50.

[3]Hermann G. Stelzner, "Ford's War on Inflation: A Metaphor that Did Not Cross," *Communication Monographs*, 44 (November, 1977), 284-297.

[4]Michael Osborn, "The Evolution of the Archetypal Sea in Rhetoric and Poetic," *Quarterly Journal of Speech*, 63 (December, 1977), 347-363.

[5]William E. Rickert, "Winston Churchill's Archtypal Metaphors: A Mythopoetic Translation of World War II," *Central States Speech Journal*, 28 (Summer, 1977), 106-112.

[6]Ernest G. Bormann, "Fantasy and Rhetorical Vision: The Rhetorical Criticism of Social Reality," *Quarterly Journal of Speech*, 58 (December, 1972), 396-407.

[7]Ernest G. Bormann, "Fetching Good Out of Evil: A Rhetorical Use of Calamity," *Quarterly Journal of Speech*, 63 (April, 1977), 130-139.

[8]Claude Levi-Strauss, *Structural Anthropology*, (New York: Basic Books, 1963), p. 210.

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MAIN CURRENTS IN RHETORICAL THEORY, 1977

Michael Osborn

In this survey of research I consider rhetorical theory as a collective effort to develop a comprehensive ideal of how communication works as a symbolic enterprise. This survey is confined to articles published during 1977 in *Central States Speech Journal*, *Communication Education*, *Communication Monographs*, *Communication Quarterly*, *Philosophy and Rhetoric*, *Quarterly Journal of Speech*, *Southern Speech Communication Journal*, and *Western Journal of Speech Communication*. Some of the articles considered deal precisely and directly with what are obvious theoretical problems. Others are primarily critical studies which nevertheless have important theoretic implications.

Thus defined and regarded, 1977 was a very good year for studies in rhetorical theory. Three key words which come to mind as descriptors are expanding, deepening, and extending. If there was a comprehensive theme of the year, it must have been "Rhetoric as Symbolic Transformation": how rhetoric creates and constitutes our consciousness of self, time, and place.

Rhetorical theory expanded in 1977 through a group of studies which focused upon the rhetorical dimension in movements, considered public rhetoric as fantasy, ritual, and myth, and explored rhetoric as it works through new media. Warnick extends the theory of rhetorical movements to embrace what she calls conservative resistance movements, although she does not draw out the vital connections between the character of such movements and the rhetoric which serves them. Zarefsky has pointed out how qualities of movements can be found within establishment rhetorical campaigns. This discovery might suggest some deeper pattern of implication which undergirds all sustained rhetorical programs. Perhaps the most interesting "movement" study for theorists must have been Ritter's analysis of the Boston Massacre as moral drama. This must-read article spells out in insightful detail the rhetorical anatomy of events which produce through the transformations of skilled rhetoricians the slogans for social movements and the justifying fantasies for revolutions.

Thus this article overlaps the next category of studies, those which conceptualize rhetoric as fantasy, myth, and ritual. McGuire's impressive article on the structure of *Mein Kampf* discovers a mythic form which builds upon the repetition of themes rather than upon sequential logic. Such structure lends itself to selective use in many contexts, in which each selection can form a microcosm of the whole appropriate to the tastes and needs of a specific audience. Thus *Mein Kampf*, which seems as esthetically and logically defective as it is morally deformed, nevertheless functioned masterfully as a rhetorical document.

Bennett's article on ritualistic and pragmatic bases of political campaign discourse actually emphasizes the former. Essentially he shows how political rhetoric is styled to satisfy ritual expectations, even in times when pragmatic pressures seem relentless. Propriety of performance within ritual roles becomes the most vital selection mechanism, and therefore the fundamental even if unstated and perhaps even unrealized issue of political campaigns. Bennett may overstate his case, but it seems ungracious to complain over such a provocative essay. Of special interest: how symbols like "detente," which sounds much too frenchy and foreign, can pass out of domestic political vocabulary during an election campaign.

The question of symbolic language, which was a *leit motif* in the research of 1977, rises again in a perceptive article by Ilkka. The author is concerned with the role of rhetorical dramatizing during early days of the American Communist movement. Vital to this persuasive fantasy was a unifying vocabulary of symbols, language drawn from the Russian Revolutionary experiences and superimposed upon the American scene. This language prophesied the second coming of the American revolution. Through its grandiose symbols a ragtag band of agitators transformed their despised and obscure lives into a drama of meaningful engagement. Ilkka's research may suggest that any inventory of rhetorical symbols must be indigenous to be socially potent. This conclusion would seem to square with Richard Weaver's analysis of God and Devil terms, which reveals the existence of discrete systems of power symbols I like to call culturetypes. The symbol system Ilkka discovers was a curious alloy combining a specific, exotic ideological perspective with recurrent rhetorical patterns such as heaven-hell hero-villain formats, and the depth appeal of archetypal metaphor.

Mention of the latter leads us to Rickert's study of Churchill's archetypal metaphors during World War II. The theoretic significance of this work is that it strengthens the linkage which seems increasingly obvious between metaphor and fantasy. As Rickert observes, "Together, Churchill's archetypal metaphors created a mythopoetic tale that began in the 1930's and continued to the end of ongoing events."

Bormann, who introduced fantasy-theme analysis to our field, promotes it again with an essay on rhetorical uses of calamity. His quest here is for rhetorical forms which repeat themselves in specific visions across time and culture. He announces the discovery of such a stock scenario in the "Fetching Good Out of Evil" or jeremidic pattern. He establishes the jeremiad as a form recurrent at least within American culture, which realized its persuasive potential in Lincoln's artistic rhetoric. Bormann's assessment of Lincoln is itself a piece of writing to be savored and admired. I do find myself uncomfortable, however, with the somewhat casual manner of discovery for this particular scenario. The underlying paradigm which identifies this as such a rhetorical form, and which would help us identify others with confidence and precision,

seems not yet matured as a powerful instrument of definition.

Finally, in this section on myth, fantasy, and ritual, I would include mention of the excellent colloquy among Arnold, Rosenfield, and Gunderson concerning American Public Discourse. The theoretic interest of Arnold's "Reflections" comes in his emphasis upon intuitive transcendentalism as an element vital within American rhetoric. How can one account in theory for intuitive understanding, transcendental appeal? How ought one advise concerning the invention of intuitions? Possibly the transcendental appeal may be grounded in the dramatic image, the organizing vision. Intuitive understandings may be more evoked than they are proved, depending more upon stylistic nuance than upon logical propriety. Rosenfield in his response asks quite properly whether the mixture of transcendental, doctrinaire, and pragmatic elements in peculiar to American rhetoric. And Gunderson reminds us that a particular rhetorical vision may be nothing more than a mask to disguise the designs of rapscallions. Gunderson might have us approach any fantasy with the question, whose interest is being served?

It is clear from this all too brief overview that fantasy, myth, and ritual continue to fascinate the theorist, and that a preoccupation with the language of rhetoric lingers over many of these studies in a manner not even contemplated in tranditional accounts of style. Another area of exploration for the "new rhetoric" are the new media. What kinds of novel rhetorical influence may pass through the novel circuitries of our time? Turner's essay on the rhetoric of comic strips belongs to this genre. Comics touch a large audience in a way that makes them part of the ritual of day-to-day life. They project for us the fantasies of our age, and seem such pure entertainment forms that our guard is low for whatever fugitive rhetorical purpose they may contain. Since they implicitly depend for message effectiveness upon values and beliefs already widely held, they are mainly enthymemic in rhetorical form, and primarily reinforcing in rhetorical function. Nevertheless, they are conceptions, not simply reflections, of the prevailing social visions. Turner's fascinating work needs to extend further into such matters as the visual synecdoche, the rhetorical import of visual contrasts and juxtapositions, the nature of rhetorical narrative in such a medium, the *dispositio* of the three to four frame message, especially as that message contrasts with and is buttressed by the extended Sunday strip, and the *rhetoricus interruptus* of those comics that build their messages by accretion of brief daily exposures over long periods of time.

One of the best articles of 1977 is Gregg's essay on the rhetoric of political newscasting. Gregg is concerned with the kind of common political consciousness television as a news institution may be developing. He is especially interested in the conventions that are now accepted and expected by sheer dint of dull daily repetition. Television's evening news wishes to hold and build an audience which will remain for the later prime time entertainment shows. Congruent with this purpose, television news emphasizes story-telling and human interest narratives. It reduces deep human conflict to gamesmanship, and transforms such conflict metaphorically to sporting encounters. Such journalism stresses simplicity, conflict, action and resolution, and selects for those stories that have strong visual appeal. Gregg does some important theory-building as he traces the shaping impact of this medium upon contemporary political behavior.

Swanson continues Gregg's concern with his analysis of how television covered the 1976 presidential campaign. The kind of shaping influence Gregg describes Swanson identifies as television's "Melodramatic Imperative." Such journalism concentrates upon tactics and polls, not in-depth examination of issues relevant to the voter's choice. It must not offend partisans, and it must always entertain. Because of its focus upon political campaigns as though they were extended versions of Monday night football, such journalism tends to further degrade our perceptions of political leadership. Political persons become creatures of artifice without depth, real commitment, or genuine feeling. It is not too much to suspect that such new journalism may itself select for the kind of candidate who can tolerate such a public persona: thus reality is further corrupted as it conforms to the electronic illusion.

The studies thus far mentioned stress the expension of rhetorical theory to accommodate new ways of conceptualizing persuasive behavior and the new media through which it flows. Another body of studies can be viewed more as deepening our understanding of principles and techniques already identified within such theory. As the studies already mentioned have indicated, it was a big year for the new stylistics which deepened as well as expanded its awareness. Osborn explored the changing meaning of the sea metaphor over serveral millenia of time, and found within the natural history of this archetype an evolution of human consciousness as well, and a possible key to the understanding of the rhetoric-poetic relationship. He suggests that the split between these arts may signify a tension which as developed between opposed motivations in the Western mind. The "distance" commonly perceived between rhetoric and poetic during a given age may measure the disturbance within the collective mind at that moment.

Osborn's longitudinal view of the sea archetype is balanced by Jensen's latitudinal study of the family metaphor in pre-revolutionary British rhetoric concerning the American colonies. Jensen feels that a prominent role for metaphor in public rhetoric helps to create polarized positions. His interesting work could be extended to American uses of the metaphor during the same period. In Paine's *Common Sense* we find a deliberate, calculated answer to the imperial metaphor within the "Brotherhood of Man" figure, which created a new, revolutionary sense of family for the colonies.

Still another study of metaphor was Stelzner's analysis of President Ford's ill-fated "War on Inflation" image. The theoretic importance of this able piece of criticism is that it shows how badly a metaphor can backfire when the cultural context for it is inappropriate, when it does not fit well the specific subject to which it is applied, and when it demands a degree and quality of ethos not possessed by a speaker. In this instance the metaphor, especially as it extended into the WIN button campaign, elicited more ridicule than enthusiasm. The effort to institutionalize the metaphor simply became a grotesque invitation to a fantasy that few took

very seriously.

Not all of the new stylistic studies concentrated on metaphor. McKerrow used Richard Weaver's approach to culturetypal power systems, and found "Victory" to have been the god-term peculiar to the Cold War, especially as that militant symbol emerged in Turman's rhetoric. The fading of this god-term signified an important shift in American consciousness towards negotiation and restricted military action. In another stylistics-related study Kaufer has shown how irony changed meanings during the Romantic era. In that time irony became less a rhetorical figure or strategem, more a philosophical orientation which revealed and expressed life's contradictions. The skillful ironist has a limited audience, but makes his or her listener feel they share a private revelation. The gratification of such elitist feelings can make them vulnerable to the rhetorician's message. Finally, Hoban deepens our appreciation of the Burkeian "perspective by incongruity" with his analysis of Solzhenitsyn's rhetoric. In effect Hoban shows how superior criticism not only utilizes theory, but clarifies and illumines it in the process.

All together, these studies add precision and depth to the study of rhetorical language. The paucity of studies concerning rhetorical logic and message arrangement, together with the preponderance of interest in matters stylistic, may suggest that we are drifting through a Third Sophistic. If we are, then it is a defensive and intellectual conception of style that we are building, a body of principles and speculation more suited to protect us from symbolic abuse than to generate symbolic exuberance, a concentration of insights that allows us to savor the humanism that is always implicit in language transactions of the rhetorical enterprise. 1977 seemed to be a year for adding stones to this cathedral conception.

Finally, rhetorical theory not only expanded and deepened, but extended to consider the rhetorical presence within esthetics, science, and history. Scott's study of the rhetoric of fresco painting, centering upon Diego Rivera's controversial murals, illustrates such extension. Propagandic art not only invites the rhetorical critic: Scott shows us just enough to convince us that a complete rhetorical theory of painting is not only possible but desirable. Similarly, Karimi's splendid study of *tableaux vivants* reveals the rhetorical presence in renaissance dramatic scenes which greeted monarchs upon their entries into cities. Such *tableaux* clearly expressed civic togetherness and social cohesion, while maintaining a proper and deferential "distance" from the monarch they addressed. They seemed to function as a largely visual expression of the dreams and visions of their people, and as a kind of non-verbal, mediated petition to the royal presence.

The extension of rhetoric into science is certainly one of the more fascinating theoretical phenomena of 1977. But first we should note that this movement towards interpenetration of such studies is not universal. Cherwitz' essay on rhetoric as a way of knowing maintains hard epistemological distinctions: the dialectician, he says, is *logically* certain and the scientist is *empirically* certain while the rhetor is *intersubjectively* certain. Correspondingly, the one *deduces* while the second *discovers* and the third *evokes*. While these epigrams may identify central tendencies, they do seem a bit facile. I find Delia's essay on constructivism more persuasive with regard to the rhetoric-science relationship. While Delia is hardly writing for the rhetorical theorist, his thinking points towards the possible convergence of rhetorical and communication theories. All science, he says, starts with root metaphors: constructivism adopts the organismic metaphor as opposed to the mechanistic metaphor of positivism. Delia's article, of course, is an argument for the former style of science. Clearly, scientists must choose among root metaphors as they make their professional commitments. But on what grounds do they choose, or, to read the matter differently, how does Delia build his own case in favor of constructivism" This is where the theory of rhetorical decision-making could be beneficial. Instead, Delia introduces a rather vague notion of rationality as a deciding criterion. Of course, from the standpoint of science *qua* science, the grounds of choice might just as well be irrational: the scientist becomes rational as he or she enacts the logic peculiar to and entailed within the root metaphor selected. Can we not conclude that such initial selection, when it is carefully considered, is more a combined ethical judgment and pragmatic calculation, value-laden and motive-determined, supra-rational in the range of its grounding? The choice the scientist makes can be shaped by discourse adapted to such complex decision-making--the language of rhetorical deliberation. Scientists, theorists, and critics all drink from the same spring.

Finocchiaro would seem in agreement with such analysis. In his essay concerning a rhetoric of science, he asks, what persuades a scientist to his methodology, what justifies his rationality? Weimer extends the idea of interpenetration even further. He agrees that problems of theory choice and paradigm allegiance are intrinsically rhetorical. But he goes on to argue that since all alleged "facts" are "deep structurally ambiguous," all assertions or assumptions of fact are in fact interpretations, and scientific demonstrations and explanations are in truth dependent upon the argumentative function of language. Weimer notes that there has been little thought given to the scientific community as a rhetorical auidence. Overington attempts to fill this lacuna with an essay which views scientific research as discourse constrained by an elite audience.

All of these articles take us to the threshold, but leave us with some rather obvious questions unattended. For example:

(1) To what extent is the form of science a ritual *dispositio*?

(2) Is there a legitimating style for scientific expression?

(3) What constitutes desirable *ethos* for a scientist addressing other scientists, and to what if any extent does authority influence scientific conclusions?

(4) To what extent does "the scientific method" constrain and concentrate *inventio*? Of what if any inventional significance is "the operational definition?"

Until such questions are addressed systematically and insightfully, or rejected for good reason, we shall not have the true beginnings of a rhetorical theory for the sciences.

The role of rhetoric in history is a favorite theme of critical studies, but rarely do we find research showing how historians themselves can function as rhetoricians. Carpenter's sensitive study of Frederick Jackson Turner shows how "history's presentation of the past molds myths which are bases of action for the future." Turner, who believed that the historian must "illuminate" the facts of history, developed a characterization of the frontiersman so celebrate and persuasive that a mythic national hero emerged. McGee's powerful study of the fall of Wellington strikes an even more radical posture. Essentially McGee sees historical process as the frame for rhetoric's animating force. Rather than looking at history as the context explaining speaker/speech/audience interactions, McGee sees such interactions themselves as signs, "accurate and serious reflections," of the deep-running rhetorical tide in human affairs. McGee's thesis may be a little mystical, and more than a little metaphysical, but it opens upon a splendid and powerful conception. As I read him, McGee seems to argue that the Hegelian dialectical process is more rhetorical than logical in the actual manner of its working. The confrontation of thesis and antithesis is not rigidly directed by the laws of pure reason, but rather is open, contingent, non-determined, subject to chance and to human design, a tension that alternately grows and abates until some event alters the stasis with an opportunity for argumentative transformation. The resulting synthesis might not be as geometrically neat as a dialectician might prefer, but would be historically effective. At any rate, as the enthymeme is to the syllogism, so is McGee's rhetorical force-in-history to the Hegelian dialectical process.

Thus it is apparent that rhetorical theory during 1977 expanded, deepened, and extended. It seems indeed to have been a very productive year.

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AN ESSAY ON COMMUNICATION THEORY

John Waite Bowers

In the next three hundred thirty seconds
A maze of new and strange theories beckons
Us. Seeking fashions we will meander
In the manner of Pope, Alexander.
I got directions by means of letters
Mailed (first class) to twenty-five trend-setters.
Let me point out (lest you start to slumber)
That they noted some trends--six in number.
I'll analyze these, though some of the time
I'll attack them for the sake of the rhyme.
Surprise! We are no longer parasite
For notions on the ancient Stagirite.

The first trend, of which I plan now to sing
("A little learning is a dangerous thing"),
I'll call the metatheory perspective
I'll treat it with some major invective,
For it would have made better the-ay-tuh
If proponents collected some data.
"Words are like leaves, and where they most abound
Much fruit of sense beneath is rarely found."

Grossberg, O'Keefe, Smith caused a sensation
With a new attack upon causation.
Whiteheadian notions now give us pause--
Even (they say) Miller, Berlo, and Mawes.
(In a footnote, Smith takes to task Bowers--
May Smith's tombstone forever lack flowers.)
Michael Hyde would give us hermeneutic
Ideas. They might be therapeutic,
They might even make me greatly enthused
If I could understand the words they used.
Berger maintains that the covering law
Remains an option, recalling the saw,
"Be not the first by whom the new is tried
Nor yet the last to lay the old aside."
Of this verse, the ultimate line'll
Be General Systems' equifinal.

And second (for I am not my myopic)
The rules perspective will be our topic.
"Some are bewildered by the maze of rules
And some made" rulesters "nature meant but fools."
This trend, some think, is anti-Skinnerian,
Searle-ish in type, it's not Festingerian.
In short, rules constitute and regulate
Our interaction. Even antedate
It if put in a form grammatical,
Says Sanders (he needs a sabbatical).
"Those rules," to be "discover'd, not devised,
Are nature still, but nature methodized."
Talk's rules are "nature to advantage dress'd;
What oft was thought, but ne'er so" much compressed.
Pearce's perspective permits us to dream
"Those oft are stratagems which errors seem."
To make communication tactical,
Cushman says, syllogisms are practical.
And I'll bend the rules to put in their pen
Ethnorhetoric by Gerry Philipsen.

A third perspective is relational,
Interactive and conversational.
So my task now is to refresh you all
By dealing with matters processual.
Fisher would say we would suffer a loss
Without one-up, one-down, and one-across.
Some practitioners adumbrate their minds
To find paradoxes and double binds.

Millar, Rogers, Bochner and Nofsinger
All have inserted at least one finger
Into this pie. Personally, I balk
At the thought that arrows constitute talk.
But the movement may fulfill the promise
Given Whately by DeQuincey, Thomas.

Fourth, I'll pen a few lines that will repay
Your usual tolerance for PRCA.
McCroskey must find a new dimension
Of communication apprehension
Or let it die a slow death. Yet I sense
In the literature no new reticence
To write of reticence. We've been smitten
With oral, tactile, and also written.
(How deep would be McCroskey's dejection
If, from him, he'd received a rejection?)
About apprehension more won't be said,
For if I must speak, I'd rather be dead.

Fifth, constructivism, for I now feel ya
Want me to say some things about Delia.
"Nature and Nature's laws lay hid in night.
God said, Let" Delia "be! and all was light."
Or so constructivists would have me say
If I were to let them have things their way.
He thinks people's talk is instrumental
And that skill, like age, is incremental.
To do good research, Mr. Delia finds,
Requires more attention to people's minds,
And to their development and their plans.
People operate with more than their glands.
No doubt he's right--and it is heuristic
To see research as constructivistic.
But the movement has been highly touted
And I now could do with less about it.
I like it a little, but why the fuss?
That people think is no surprise to us.

My sixth and final theme today will be
The spread of Ernie's notion, fantasy:
For disparate things the explanation--
Oratory to organization.
Mohrmann says of this we'll soon weary,
For fantasy searching's knack, not theory.
In Ernie's method(?) I will see if I
Can deify the words I reify.
If metaphors explain your behavior,
Then what explains your metaphors? I gave your
System, Ernie, as much as it can hope
For. I defy you here to find a trope.

Eight couplets more will fill my time today,
And in conclusion I would like to say
Existential phenomenology
Makes a line. But without apology
I decline it. And Becker's mosaic
Might have been treated, but it's trochaic,
Not iambic. I may soon write a sequel
To provide opportunity equal
For trends ignored here. I've one confession:
A notion beyond me is regression,
And please don't make me Judas Iscariot
If my next design's not multivariate.
And I've failed to find a worthy ending:
Theory's nature always leaves it pending.
If these trends in rhyme still seem unruly,
See CM--edited by yours truly.

SPEECH AND LANGUAGE SCIENCES: 1977

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The Speech and Language Science Division's statement of purpose, adopted in 1971, clearly indicates that there is no simple way to identify the material that ought to be included in this review. Consequently, we established a set of guidelines for this task. Ultimately, we reduced our original set of loose guidelines to a series of four questions. When our examination of an item yielded affirmative answers to the four questions, we included it. The questions were: (1) Is this research concerned with "normal" speech and language processes of children or adults? (2) Is this research concerned with speech and language as essentially "symbolic" processes? (3) Is this research "data-based," with "data" broadly defined? and (4) Is this research "theory-driven," that is, does it aim at generalizations which go beyond the immediate source of data. We realize that, in some cases, our answers to these questions depend on our interpretations of the work, but we felt that both the spread and substance of this research literature required some form of limitation. The resulting collection of literature that provides the raw material for this report was located, primarily, in ten different scholarly journals: *Brain and Language, Communication Monographs, Folia Phoniatrica, Human Communication Research, Journal of Communication Disorders, Journal of Psycholinguistic Research, Journal of Speech and Hearing Disorders, Journal of Speech and Hearing Research, Language in Society,* and *Language and Speech.* In addition, we included papers presented during sessions sponsored by the Speech and Language Sciences Division at the 1977 SCA Convention.[1]

REVIEW

Examination of the literature cited in this review led us to the conclusion that the studies could be classified, if somewhat imperfectly, under four main headings. This research seems chiefly concerned with the acquisition, processing, interactive use and methods for studying the speech and language behavior of children and adults. In this part of our report, we shall attempt to identify the issues and to describe briefly the investigations relevant to each of the four classifications. We acknowledge that, in some cases, we pushed or proded a piece of research into a category with some discomfort resulting from the "fit." Nevertheless, these four concerns seem to reflect the major preoccupations of the investigators even though their investigations may appear to be directed elsewhere.

Speech and Language Acquisition

Studies of the conditions and factors which might account for the acquisition of speech and language can be grouped under two subheadings, depending on the levels and units of analysis used by the investigators. At a molecular level, investigators have studied the acquisition of tone (Li and Thompson),[2] stress (Spring and Dale), articulation (Manning, Wittstruck, Loyd and Campbell), Morphemes (Porter, and pronouns (Cruttenden). On a molar level, sentence complexity (Fluck, Ramer), sentence adequacy (Tyack and Ingram; Petretic and Tweney; Leonard, Bolders and Curtis), revision behaviors (Gallagher) and the influence of factors such as imitation (Ruder, Hermann and Schiefelbusch; Moerk) and cognitive development (Peters, Schlessinger) have been the objects of investigation. All but one of these studies involved children. The exception involved adults in a Swedish-as-a-Foreign-Language course. The number of subjects observed or tested ranges from as few as one to as many as 120 and the ages of subjects extend from fifteen months to seven years. The variety of experimental and analytical procedures used by these investigators defies any generalizations.

Molecular level studies

Two studies focused on the acquisition of paralinguistic features, namely, tone and stress. Li and Thompson elicited utterances from Mandarin-speaking children aged 1.6 to 3.0 years to determine whether stages in the acquisition of the tone system could be identified. Their data point to a four-stage model in which acquisition of the four tone phonemes in Mandarin precedes acquisition of other paralinguistic features and depends on the difficulty associated with producing the tones. In a study of stress and discrimination, Spring and Dale found that infants systematically varied their "sucking" in response to changing stress patterns in auditory stimuli.

Four other studies concerned acquisition of phonemes, morphemes, and words. Manning, Wittstruck, Loyd and Campbell studied the effect of auditory masking on phoneme production. Subjects were grouped according to scores on the McDonald Deep Test of Articulation and masking produced significantly greater distortions for those subjects scoring lower than for those scoring higher. The investigators argued that the articulation of subjects who scored higher reflected "automatization" and was, therefore, more resistant to interference. In a study designed to test the "innate mechanism" hypothesis regarding the acquisition order of English morphemes, Porter obtained scores on the Bilingual Syntax Measure (BLM) and on an imitation task from children aged 2.3 to 4.3 years. His results challenge both the adequacy of the hypothesis and the appropriateness of the BLM as an index morpheme acquisition. Cruttenden's observations of a one-year-old child coupled with data obtained by other researchers prompted him to conclude that pronoun

acquisition can be explained with reference to "simplification rules" adopted by the language learner. Rodgan, Jankowski and Alenskas, on the other hand, concluded that the multifaceted process of language acquisition in the case of single words may be systematically related to parental styles of communication. The safest and least informative generalization that can be derived from these studies is that the acquisition of molecular aspects of speech and language is neither a simple nor a straightforward process, but the number of studies is too small to invite confidence in any special features of this process.

Molar level studies

At this level, several studies give attention to the child's development of skill in the production and comprehension of a variety of syntactic structures (Fluck; Leonard, Bolders and Curtis; Petretic and Tweney; Ramer; Tyack and Ingram). At issue in these studies are questions about (1) a universal developmental order for syntactic structures; (2) differences between production and comprehension strategies; and (3) the precise nature of the strategies children use. Fluck, for example argued that the order of acquisition is from simple sentences to active and passive sentences to sentences containing subordinate clauses. Results obtained from analysis of elementary school children's responses to verbal directions representing each type of sentence supported Fluck's predictions. Ramer analyzed the development of syntactic complexity in the utterances of pre-school children and concluded that acquisition order of predicate structures is a function of increasing utterance length. She argued that improved memory and speech production abilities account for the observed developmental sequence. Focusing on the production and comprehension of questions, Tyack and Ingram concluded that the order of acquiring skill in asking and answering proceeds from "what" and "where" forms to "how" and "when" forms, and that this order is related to the connection between the child's immediate environment and the form of the question. In a replication of an earlier study, Petretic and Tweney studied the ability of nursery school children to respond to adult and child (one or two-word utterances) forms of commands. Children were grouped according to their mean length of utterance (MLU), and the resulting comparisons indicated that the advanced group (highest MLU) comprehended the adult forms significantly better than other groups. Petretic and Tweney concluded that children employ a semantic strategy, focusing attention on content rather than on function words, in their responses to these syntactic structures. Finally, Leonard, Bolders and Curtis studied preschool children's judgments of the grammatical acceptability of sentences in an effort to assess the difference between acquisition of production and comprehension skills. Although their findings suggest the operation of different processes in production and comprehension, they cautiously observe that they "may not have been testing with sufficient rigor the relationship between children's formal judgments of certain linguistic features and the acquisition of these features in usage."

In other studies at this level, investigators have examined a variety of specific language behaviors. Gallagher identified children at each of Brown's three stages of language development and observed their "revision behaviors" in response to a question from the experimenter ("What?"). She found that children at Stage I employed a greater number of phonetic revisions than did children at the other two stages. Ruder, Hermann and Schiefelbusch compared an imitation-comprehension sequence to a comprehension-imitation sequence for learning to produce Spanish nouns and found that the comprehension-imitation sequence was superior for first and second grade children. Moerk monitored the imitative and spontaneous speech of two children aged twenty-four months and concluded that imitation contributes to the acquisition of both syntactic structures and morphemes. Bliss and Allen used a revised version of the Goodglass Story Completion Test with children aged four to seven years and demonstrated progressive addition of fourteen different grammatical structures. Their results support arguments by Piaget, Slobin, and others that cognition is a "pace setter" for language acquisition. Schlesinger, on the other hand, takes a middle-of-the-road position, arguing that the interaction of linguistic input and cognitive development accounts for the structure of acquisition. Representing a slightly different position, Peters reported a longitudinal study of the utterances of a child from seven months old to twenty-seven months old. She interpreted the data as evidence of two distinct types of language acquisition: one called "analytic," involving the learning of words and rules; one called "gestalt," involving the learning of phrases and structures. Finally, in a study of adults learning a second language, Hyltenstam concluded that, regardless of native language, adults used "simplification rules" and social feedback in the acquisition of a second language.

In their sincere attempts to locate the primary source of influence in the acquisition of molecular aspects of speech and language, these investigators have typically located a factor that accounts for some part of the acquisition process. The mixture of positions and results represented in these studies raises considerable doubt about the prospect of constructing a simple and elegant explanation of this aspect of speech and language behavior.

Speech and Language Processing

Studies of speech and language processing represent interests in physiological, phonetic/acoustic, linguistic and cognitive factors which might account for the manner in which speech and language are produced and perceived. Several of the studies that fall in this category concern neurophysiological structures and processes, including cerebral hemispheric specialization. At the phonetic/acoustic level, investigators have studied judgments of articulatory effort, perception of reading rate, resolution of ambiguity, decisions about statements and questions, speaker sex identification and the perception of vowels, stops, initial consonants, and stress. All of these studies involved adults, usually college students, engaged in some form of responding to spoken stimuli. In one study, subjects responded to their own speech. Studies of linguistic features of utterances focused on factors affecting lip movements, disfluencies, timing, intonatio

word production, and a variety of judgments concerning the meaningfulness, validity, and presuppositions of linguistic structures. Finally, the persistent concern in studies of cognitive factors seemed to be related to models of memory.

Physiological factors

Cooper and Allen timed ten normal speakers and ten stutterers repeating sentences and tapping their fingers. The observed positive correlation between timing on the speech tasks and timing on the finger tapping task led them to conclude that neutral timing information contributes to the motor program controlling speech (Cf. Moravek, Bures and Krebule). In a study of the perception of alternated speech, Wingfield monitored the success of college students in "shadowing" what they were hearing. His results support a four-stage model of speech perception in which the first two stages involve parallel processing and the final stages involve central processing. Although the arguments are convincing, the implications of these two isolated studies are difficult to determine.

In contrast, studies of cerebral hemispheric specialization provide extensive evidence concerning the relationship between contralateral dominance and the processing of speech and other auditory stimuli. Natale concluded, on the basis of his observation of the manual dexterity and auditory preference of right-handed males and females, that the processing of rhythmic auditory stimuli and the performance of manual tasks are dependent on a common neurological structure. Pirozzolo and Rayner, in a series of three experiments, tested the hypothesis that visual recognition of words and pictures is dependent on right or left positioning in the subjects visual field. Their initial results indicated that words were more easily recognized when they were in the right-hand portion of the visual field and faces were more accurately identified when they appeared in the left-hand portion. In addition, they argue that "Word identification is a multistage process, with visual feature analysis carried out by the right hemisphere and identification and naming by the left hemisphere."

In a test of Brown and Jaffe's theory of progressive lateralization, van Duyne, Bakker, and de Jong studied the responses of first, second, and third grade male and female students to a test of ear-asymetry. Their results lend support to a developmental theory but they noted that the rate of development is different for males and females with the more rapid lateralization occuring among females. Slorach studied ear asymetry among so-called "left-handed" subjects and concluded that since only twenty percent of them could be classified as "strongly left-handed" and since no significant ear preference was apparent, theories of hemispheric dominance or specialization cannot account for speech processing by persons who exhibit varying degrees of left-handedness. Studies by Davis and Wada and by Morais and Landercy provide some support for hemispheric specialization in infants and in adults. But neither study conclusively resolves the continuing debate between proponents of Kimura's structural model and advocates of Kinsbourne' attentional model. Like so many others, resolution of this controversy awaits further research.

Phonetic/Acoustic factors

Subjects' judgments about articulatory effort (Parnell and Amerman), reading rate (Grosjean and Lass), semantic ambiguity (Mulac and Nash), and questions vs. statements (Mickey), provided data in four of the investigations at this level. These studies, in turn, yielded significant correlations between phonological acquisition sequences and judgments of articulatory effort, between acoustic features and the accuracy of rate estimates, between intonation patterns and success in resolving ambiguity, and between ending frequency levels of utterances and judgments of question vs. statement. In each study, there are important methodological implications which accompany the substantive findings. Nevertheless, there are few, if any, surprises in the findings for either the authors or readers. In contrast, Cutler and Foss report findings that challenge previous hypotheses about the role of stress in sentence processing. Their results suggest that, instead of the "form class" hypothesis (which predicts simplification of processing through confirmation of expectations about the syntactic location of stress), a "semantic focusing hypothesis (which predicts simplification of processing when stress aids in semantic interpretation) is more appropriate.

In studies of the factors leading to the identification of sex of speakers, Brown and Feinstein demonstrated that, in addition to fundamental frequency information, the informational cues related to vocal tract size and shape contribute to the accuracy of identifications, and Benjamin showed that both Japanese and American university students were able to identify the sex of a Japanese speaker from information provided by "tone" of voice. Both of these studies essentially replicate earlier reports regarding listeners' accuracy in identifying the sex of a speaker

In studies of the perception of vowels (Blumstein, Tartter, Michel, Hirsch and Leiter), stops (Ohde and Sharf), and initial consonants (Miller), investigators have attempted to obtain evidence in support of the existence and operation of various strategies for processing phonetic units of conversational speech. The findings in these studies indicate that vowel processing is not significantly lateralized and that the identifications of stops and initial consonants are affected by acoustic features and places of articulation, respectively. Again, these investigators indicate their frustration by warning that generalizing from their conclusions to "perceptual strategies for conversational speech should be done cautiously" (Ohde and Sharf).

Linguistic factors

Two studies of linguistic factors in speech and language processing concerned lip movement (McClean and disfluencies (Cecconi, Hood and Tucker) as aspects of speech encoding subject to variation. For example, McClean demonstrated that random masking of segments of the subject's speech caused

significant decreases in the velocity, duration and range of lip movement, indicating that auditory feedback regarding the linguistic features of an utterance provides information to the motor control program used in speaking. Cecconi, Hood and Tucker found a relationship between reading level difficulty of prose passages and the occurrence of disfluencies in the oral reading of elementary school children. Both of these studies indicate that linguistic variation leads to stress which, in turn, is manifested in speech behavior. Similarly, Hardison, Marquardt and Peterson report evidence indicating that apraxia (difficulty in word production) is the result of both linguistic and articulatory factors.

Several studies of linguistic factors provided data regarding subjects choices and judgments in response to a variety of linguistic stimuli. Goodenough-Trepagnier and Smith asked subjects to edit and read aloud paragraphs, requiring them to choose between active and passive sentences. Although subjects preferred active constructions, stress patterns were related to emphasis rather than to the thematic elements of the constructions. In a series of three related experiments, Pollio and Burns demonstrated that subjects could give meaningful interpretations to anomalous sentences and that these interpretations facilitated recall. Their findings suggest that individuals may be much more flexible in their processing of sentences than theorists expect. Hasher, Goldstein and Toppino presented sixty true and false sentences in each of three sessions and secured subjects' ratings of the plausibility of each statement. Twenty of the sixty statements were repeated in each session to test the hypothesis that judgments of sentence plausibility would be affected by frequency of exposure. Their results supported the hypothesis.

A final group of studies concerns the potential role of presuppositions in the processing of comparatives (Higgins), and questions (Bock), and the processing of statements misrepresenting presuppositions. Higgins found that the presuppositions made about entities compared in different ways (negative, extreme and ordinal vs. positive, regular and ratio) systematically affected judgments of the acceptability and similarity of different forms of comparing two entities. Bock concluded that subjects will order the information supplied in answers to questions according to presuppositions about what is shared and what is novel with shared information preceding new information. Carrell demonstrated that subjects were less succesful at detecting sentences that misrepresent presuppositions than at detecting sentences which misrepresented assertions. Taken together, these studies of the role of presuppositions raise a number of intriguing questions about how the details of the language user's previous experience affects the manner in which the user constructs interpretations of linguistic structures.

Cognitive factors

Competing theoretical models of memory for auditory stimuli provided the bases for most of the investigations falling in this category. For example, Fay and Cutler examined "malapropisms" occurring in normal speech. Malapropisms were coded according to grammatical category, number of syllables, stress pattern, and phonetic structure to obtain clues about the "structure of the mental lexicon." They concluded that the same lexicon is used both for production and for comprehension and that this lexicon is arranged according to a phonemic, distinctive feature system and a syntactic classification system. In a study of recognition of active and passive sentences, James and Abrahamson found no evidence of a storage advantage for active sentences over passive sentences and, therefore, no support for memory encoding hypotheses that depend on a "complexity assumption." In a related study, Potter, Valian and Faulconer studied subjects' reaction times and judgments of the relevance of verbal and pictorial "probes" following exposure to sentences varying in their ease of processing and semantic overlap with the probe. They concluded that, in the absence of differences in reaction times, neither the verbal nor the imagistic account of storage is adequate and a model of "abstract" conceptual representation is preferred. Keenan, McWhinney and Mayhew recorded the natural conversation of faculty and graduate students discussing research and asked participants to label thirty statements drawn from the conversation plus three distractors for each as "old," "new," or "guess" depending on whether the sentence had occurred in the conversation. Initial analysis of these responses prompted three additional studies in order to identify which of three competing explanations would account for the findings. These subsequent studies established that neither (1) knowledge of the speaker's stylistic habits, nor (2) differences between high and low "interaction content" of the statements, nor (3) structure of the distractor statements provides a basis for explaining the initial evidence of memory for surface forms. The authors of this report concluded that unspecified factors, including the listeners' affective responses, may account for the subjects ability to recall "high interaction content" more readily.

In a test of the "stages" (long and short term) and "types" explanations of memory for verbal materials, Glanzer and Koppenal had subjects read word lists and classify words as either "living or nonliving" or "one-syllable or two-syllable" and computed the proposition of words correctly recalled from each of the twelve positions in the list. They concluded that the two models are complementary in their ability to explain the effects of the encoding condition on long term memory and semantic processing since recall for the items tagged "living or nonliving" was superior. In a related study, Housel and Acker asked subjects to respond to propositional statements about a mythical animal kingdom on an alien planet after reading a story concerning the animals and computed subjects' reaction times. Their data support a model of semantic memory in which comparisons with incoming messages are influenced by: (1) the form of the message, (2) external cues presented by the communicator, and (3) the context in which the communication occurs (Cf. Craig, Milkovich and Housel). The inescapable implication of this collection of studies is that our models of memory will have to become more complex, certainly for individual units of verbal material and expecially for connected discourse.

Three other studies represents interests in the relationships between cognitive factors and speech/language processing. Fay and Coleman studies dialogues between a profoundly echolalic,

blind, nine-year-old child and her mother. The remarkably small echo time exhibited by this child led them to conclude that previous theorizing by Strub and Gardner about the necessity of classifying a signal as "language" or "non-language" before analysis, programming and articulation may be incorrect. Burke and Schiavetti examined the relationship between productive thinking styles and guessing behavior on a word-prediction task. Subjects representing extreme scores on convergent/divergent thinking test did not differ significantly in performance on this task. Finally, Davelaar investigated the relationship between the use of operational reasoning by fourth sixth and eighth grade boys and their use of subordinate clauses and tentative statements. Her findings suggest that the use of these constructions is not related to the users ability to reason operationally. The suggestion implicit in the results of these three studies is that our notions about the connections between thought and language may be just as naive as our models of memory.

Interactive Use of Speech and Language

The group of studies that fall under this heading represents an extremely wide range of concerns about the psychological and social factors which might account for the manner in which speakers of a language choose and react to patterns of communication. Investigators have explored implications of Bernstein's distinction between "elaborated" and "restricted" codes (Johnston; Broeck; and Latkiewicz and Milkovich), examined the relationship between cultural evolution and styles of speaking (Lomas, Platt, Littlewood), assessed attitudes toward dialects and accents (Cremona and Bates; Ryan, Carranza and Moffie; Edwards; Mulac and Rudd; Hopper), and studied the evaluative and informational consequences of variations in lexical diversity and density (Bradac, Desmond and Murdock). Several studies have focused attention on differences between "male" and "female" speech and language (Crosby and Nyquist; Kramer; Parkinson and Gorcyca; Mulac and Torborg and on the sexuality of American Eglish (Borden, Schreiber and Jenkins).

In other studies of the interactive use of language, telephone call beginnings (Godard), code switching (Beebe), feedback utilization (Spitton and Lee), the naming and referential functions of language (Butterfield and Butterfield; Johnson), sound-silence patterns (Lustig), and patterns of parent-child communication (Weist and Kruppe; Snow, Corsaro) have served as targets for inquiry. Finally, a growing interest in "doing conversation" has led to still another group of studies (Bowers, Elliot and Desmond; Litton-Hawes; Nofsinger; Jurick; Hawes; Philipsen; Pearce; Dobkins and Parkinson; Wiemann).

After several attempts to group these studies in a series of subdivisions failed, we concluded that any groupings of the sort used in previous sections of this report would only serve to complicate the picture unnecessarily. All of these studies concern choices and reactions to speech and language in interaction and any kind of organizational scheme that classified them otherwise would, in our judgment, obscure precisely what they have in common.

Three of the studies which fall under this heading examine the encoding habits of children and adults in order to test formulations advanced by Bernstein and others about the relationship between social class and language behavior. Johnston matched middle and lower class pre-school children according to intelligence test scores, sex, and age and asked them to tell a story about pictures of other children engaged in various activities. Only the number of subordinate clauses used by the children produced a significant difference between socio-economic groups. Broeck interviewed natives of a Flemish town in both an "informal" and a "formal" situation. Differences in the syntactic complexity of constructions used by middle and working class subjects were evident in the "formal" interview but not in the informal interview. In a related study, Latkiewicz and Milkovich found evidence of a tendency among lower class children to be more rule governed in selecting responses on a word association task. Beginning at the fifth grade level, a rule dictating that responses must have some semantic or syntactic relationship to the stimulus word was used more frequently by the low SES children than by the high SES children. Collectively these studies provide some evidence in support of and some evidence contrary to the hypotheses about connections between class differences and code differences.

Investigators who examined the relationships between cultural evolution and patterns of usage demonstrated that style (Lomas) and dialect (Platt) are systematically related to (1) development of a common frame of reference, (2) negotiation of social norms, (3) direct influence of communicators on each other, (4) educational policies, and (5) age (Littlewood, Platt). However, several additional studies have focused on specific attitudes toward dialects and accents and the consequences of those attitudes.

In a study of the attitudes of southern Italian children Cremona and Bates concluded that, although these children negatively evaluated their own dialect, their own speech indicated that they would not likely master standard Italian. Ryan, Carranza and Moffie asked college students to provide ratings of friendship likelihood, occupation, and accentedness for Spanish-English speakers representing varying degrees of accentedness. Correlation coefficients indexing the relationship between perceived and actual accentedness, perceived accentedness and friendship likelihood, and perceived accentedness and perceived occupation were all significant. In each case, as the degree of accentedness increased, negative perceptions also increased. In a similar study of reactions to Irish regional accents provided by working class, middle class, and upper middle class, Dublin high school students, Edwards found that negative reactions were consistent across socio-economic classes and historically developed stereotypes were evident in ratings of trustworthiness and sense of humor. Mulac and Rudd found that General American, Appalachian, and Bostonian speakers elicited indications of systematic differences in attitudes among Southern California, Eastern Kentucky and Boston listeners. Contrary to expectations, however, members of a regional group did not rate speakers employing their own dialect higher than those with other dialects. In addition, they found evidence supporting both the "imposed norm" hypothesis and the "stereotypes" hypothesis but neither explanation of their findings was satisfactory alone. Bradac, Desmond and Murdock systematically varied the lexical diversity (high, moderate and low)

and density (high and low) of a "kernal" message to produce six experimental versions. Subjects who listened to the experimental messages supplied a variety of reactions concerning communicator attributes, message characteristics, and perceptions of communicator-listener similarity (homophily), and message retention. Their findings suggest that listeners are more sensitive to "negative" deviations than to "positive" deviations from norms. They speculate that two systems of linguistic norms may affect judgments with violations of one sort leading to negative attributions while violations of the other sort do not. Finally, in a study of language characteristics and attitudes of prospective employers, Hopper found that employer judgments of competence and likeability were affected by the speaker's dialect. As a group, these studies of attitudes toward speech and language variants present as consistent a picture of systematic relationships as any we reviewed. Nevertheless, the results of these studies signal the complexity of those relationships more often than they signal simplicity.

Lately, two of the most fashionable targets of study have been the actual and perceived difference between "male" and "female" speech and language. For example, Crosby and Nyquist reported a series of three experiments designed to test Lakoff's hypothesis regarding the existence of a "female register." Two of the three studies produced evidence in support of the argument that role differences, established socially, are reflected in linguistic choices. Kramer asked high school and college students to list differences in the speech and language behavior of men and women and derived a questionnaire including the most frequently listed differences. Respondents who completed the questionnaire confirmed the perception of differences between men and women on thirty-six of fifty-one items. Using transcripts of male and female speakers' remarks to eliminate the influence of auditory cues, Mulac and Torborg found that males were rated higher on "dynamism" and lower on "aesthetic quality" than females according to judges responses on the Speech Dialect Attitudinal Scale. In a related study, Parkinson and Gorcyca analyzed the content of conversations in same sex and mixed sex dyads discussing both professional and social matters. They concluded that the complex interaction of professional orientation, topic, and sex role was responsible for the differences they observed.

An additional study, bearing some relationship to this group, was reported by Borden, Schreiber and Jenkins. They asked college students to rate words in Kucera and Francis' list of the 1000 most frequently occurring words in American English on a five point scale anchored with the judgments: "Definitely Feminine" and "Definitely Masculine." They found that females perceived a significantly greater number of words to have sexuality than did males, that more words are perceived to be masculine than feminine with masculine words more popular than feminine words, and that there are distinctly masculine and feminine characteristics deliniating categories into which words can be placed. They argued that both the greater number of masculine words and their greater frequency of occurrence in discourse reflects a cultural preference for language that reinforces masculine dominance. Yet to be determined in this line of research are the specific consequences of these differences in the actual and perceived characteristics of the interactive use of language and speech by males and females.

Another group of studies examines a variety of structures and functions evident in communicative interaction. For example, Godard found different norms operating in the "telephone call beginnings" of French and American callers and argued that interpretation of the roles of caller and answerer must be culture-specific. Beebe recorded phonological variation in the speech of Thai school teachers during interviews with a Thai woman and with a Chinese woman. Results indicated that the identity of the listener significantly affected the speaker's selection of phonological variants. Spitton and Lee videotaped children aged 4.0 to 4.2 years during free play sessions with another child in same sex and mixed sex pairs. Based on their analysis of the manner in which the children elaborated noncommunicative utterances in response to specific questions from listeners, they concluded that the feedback utilization processes exhibited by the children provided evidence of their discovery of regularities in social interaction. In a study of childrens use of the "naming" function of language, Butterfield and Butterfield concluded that consensus about the names of objects and events increases with age and that, the greater the naming consensus among adults, the earlier the child will adopt adult names for things. In a study of the role-taking and referential communicative abilities of first- and third-grade children, Johnson found that both the sex and the IQ of children were systematically related to referential communicative performance but the relationship between role-taking and referential communicative abilities was low.

In a study of the structure of communicative interaction, Lustig engaged triads composed of college students representing varying degrees of verbal reticence in brief conversations and examined the "sound-silence" patterns of their interaction. Results indicated that verbal predispositions of participants were systematically related to some but not to all of the eight structural variables examined (amount of vocalizations, speaker switches, floor time, simultaneous speech, pauses, percentage of floor time spent vocalizing, utterance duration, and talk-overs). Three additional studies of structural features focus on patterns of parent-child communication. Weint and Kruppe concluded that the communicative relationship between parents and children is a "symbiotic" relationship in which the parents learn the language of the children. They argued that this process contributes favorably to the child's language development. Snow studied the development of conversation between mothers and babies and advanced a conversational model of mother-child interaction based on data concerning turn-taking behavior. She suggested that children acquire turn-taking skills as a result of these early forms of conversation. Corsaro videotaped preschool children in free play situations involving parents, adults and peers and examined "clarification requests." She concluded that the adult use of clarification requests reflected: (1) hesitancy of adults to rely on nonverbal cues to resolve ambiguity, (2) perception of adults that they do not share the same world view with children, and (3) differences in status of adults and children. This collection of studies concerning structural and functional properties of the interactive use of speech and language indicates that neither external and situational influences

nor individual differences among language users alone can provide a basis for a compelling account of these processes. Rather, some complex interaction of external and internal factors seems to be responsible for the systematic variations observed in these studies.

The final group of studies we shall consider in this section reflects a special interest in the study of conversation. That speakers and listeners are capable of "doing conversation" with speech and language is taken to axiomatic within the framework of something called communication theory. In order to do conversation speakers and listeners must create utterances that are interpretable and interpret utterances that are created. A persistent theme in this collection of investigations is that "doing conversation is an activity which should itself be a topic for research--not merely a resource used in other kinds of studies" (Nofsinger). Describing precisely how these creative and interpretive operations can and do produce conversations has become an attractive goal of research. For example, Bowers, Elliot and Desmond demonstrated how devious communicators can exploit three types of responses to yes-no demand questions. Their analysis of the use of propositional implication, relational implication, and transparent questions indicates how communicators can produce and interpret messages that satisfy pragmatic demands even when such messages are inadequate semantically. In another study of conversation, Nofsinger found that observers were able to reconstruct discourse that was presented in incomplete form. He concluded that "elements of separate utterances are tied together through attribution of causal connection" (Cf. Wiemann).

Since the so-called Chomskian revolution in linguistics, the conviction that communication is essentially rule-guided rather than lawful has been growing stronger. Lately, however, contributions to the strength of that conviction have come chiefly from the work of philosophers, sociologists and anthropologists. Since the details of these contributions have been thoroughly described by Litton-Hawes, they do not need to be repeated (Cf. Nofsinger and Donohue). In a study consistent with this line of thought, Dobkins and Parkinson explored the acquisition of conversational rules in a penal milieu. Included in the system of rules they observed were: (1) acceptance of known prevarication, (2) extension of conversational duration, and (3) recognition of and differential treatment for holders of status and role positions. The investigators also noted that their presence in the penal milieu elicited a special form of teaching by the inmates. Inmates "taught" the investigators the appropriate rules through a process of "incremental telling" (Cf. Philipsen, Jurick, Hawes). The prevailing method employed in studies like the one just described, namely, naturalistic inquiry, challenges our traditional notions about what constitutes science. But these notions are vestages of a 19th Century conception of science and, as Pearce has convincingly argued, "the unique characteristics of social science and recent developments in the philosophy of science make the stepchild status of naturalistic inquiry unwarranted" (Pearce). Whether naturalistic inquiry can successfully unravel the mysteries surrounding the interactive use of speech and language is, as yet, an answered question (Cf. Cushman and Pearce).

Methods for Studying Speech and Language

In the final section of this review, we include a group of studies that give attention to methods for studying speech and language. Lindblom, Lubker and Pauli reported the development of computer software which graphically represents measures of the perceptual distinctiveness of oral and nasal vowels. Witten presented a description of a method for controlling the suprasegmental features of synthetic speech. His scheme for assigning timing and pitch to synthesized speech sounds involves a hierarchy of rules concerning syllable duration and a system of rules concerning the intonation contours of "tone groups." Both of these advances in method signal opportunities for new research in speech analysis and synthesis.

In a study of infant's developmental changes in speech discrimination, Eilers, Wilson and Moore demonstrated the usefulness of a visual reinforcement paradigm with infants who were too old to be tested with the high-amplitude sucking paradigm. Morse, Leavitt, Miller and Romero reported that cardiac orienting responses provided a better index of speech discrimination in adults than verbal reports. Bushnell and Aslin used an "inappropriate expansion technique" in a study of a child's acquisition of language and indicated how the techniques could be applied in similar studies. Inappropriate expansion involves deliberately making errors in the expansion of children's statements in order to assess their reactions. In each of these reports, the techniques are thoroughly described and appear to be easy to replicate.

Among the various statistics that can be computed for any text, the ratio of types to tokens (TTR) has become a center of controversy. Silverman reported a study of the informal speech of ten subjects aged eighteen to thirty-two years. Before speaking, each subject supplied a measure of his or her mood, apprehension, and knowledge of a topic. The results indicated that the TTR was a stable measure of verbal diversification across subjects, topics and trials. In an extensive test of the hypothesis that judgments of "sentencehood" provided by linguists and nonlinguists might differ systematically, Bradac and his associates collected judgments of common and uncommon string types of varying grammaticality. Judges used in this study had various degrees of linguistic training and experience. Their judgments indicated that linguistic training was a significant predictor for some groups of judges but not for all. According to the authors, "an implication of this finding is that a linguist should not assume that a linguistic hypothesis can be tested adequately against the intuitions of linguists--even other linguists" (Bradac, Martin and Elliott).

COMMENTARY

What comments can be made sensibly and safely about these collections of research? The one hundred studies represented by this review yield few, if any, inclusive generalizations. Although the investigators tied their work to some existing theoretical orientation, the number,

size and shape of those theories are so large, different and variable that we are unable to conclude much about theoretical advancement on the basis of one year's worth of research. We expected this, but we did not expect that any central issue would emerge. Nevertheless, when we consider these studies collectively, the issue which does seem to appear is a familiar one. In its simplest form, this controversy concerns the relative contributions of internal and external, of individual and situational factors—of nurture and nature.

In studies of speech and language acquisition, this issue is displayed in tests of "innate mechanisms," "simplification rules," and "acquisition orders," and reflected in references to "parental styles," the "child's environment," and "social feedback." In these studies of speech and language processing, "hemispheric specialization," "perceptual strategies," and "operational reasoning" along with "attentional models," "exposure," "form, context, and external cues" echo the debate. Whether such a debate can or should be resolved is uncertain from the studies we reviewed. However, researchers may find that examination of the role of their investigations within the framework of that debate would be a useful exercise, certainly before publication and probably before initiation of an investigation.

Along with the competition that is the distinguishing feature of much of this theory-oriented research, the possibility of cooperation is also evident. In several of the investigations we reviewed, the authors found that some combination of superficially opposed explanations had to be used to provide an adequate account of their observations. The combinations of "analytic" and "gestalt" learning strategies, of "visual feature analysis" and "naming," and of "stages" and "types" of memory are representative of this trend. We interpret this as a sign of some degree of maturity. The synthesis of theoretical postitions for the purpose of explaining complex observations often paves the way to the development of elegant theoretical formulations. Such new formulations often possess more power than did the two opposing positions together.

Finally, our review indicates that whatever dividing line might be imagined between the interests of members of a Speech and Language Sciences Division and the interests of members of other divisions is anything but clear and distinct. Particularly with reference to studies of the interactive use of speech and language, the proximity of the interests of researchers concerned with interpersonal and small group interaction and with rhetorical and communication theory is evident. In addition to the blurred line between interests, there is a common movement in the direction of expanding the ideas of science and scientific work. Old notions about rigid requirements for being scientific have been discarded in favor of new energies, which are being devoted to the discovery of general and necessary connections among the phenomena we collectively refer to as human communication.

Footnotes

[1]Additional items were found in the following: *Journal of Child Language, Language Learning, Language, Journal of Verbal Learning and Verbal Behavior, Linguistic Inquiry, Child Development,* and *Lingua.*

[2]Dates are not included since all studies were published in 1977.

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THEATRE RESEARCH IN 1977

Ronald G. Engle, David Sederholm,
Helane S. Rosenberg and Suzanne Bennett

Introduction

The diffuse and specialized research in theatre was divided into three areas: 1) children's theatre-creative drama surveyed by Helane S. Rosenberg; 2) acting and directing surveyed by David Sederholm; and 3) theatre history, theory, and criticism reviewed by Ronald G. Engle. General editor of this report is Suzanne Bennett. The scope of this review was limited to American theatre publications, with the exception of *Theatre Notebook* and *Theatre Research International*, two significant journals for theatre history, theory, and criticism. A total of seventeen journals was surveyed for this report.[1] (One note concerning publications should be mentioned here--*Players* magazine, a theatre publication of an eclectic content, ceased publication after fifty-one years with its October/November 1977 issue.)[2]

Children's Theatre and Creative Drama

The field of child drama, or developmental drama, encompasses the several ways of utilizing theatre and children ages five to fourteen in various relationships and for various purposes. In recent years definitions and categories have been developed clarifying and communicating the basic kinds of drama/theatre/child experiences. The three most recognized forms of child drama are: children's theatre, a formal theatrical production for a child audience emphasizing the product rather than the process and usually featuring adult performers; creative drama, an informal drama activity for children guided by a leader who stresses the process; and recreational drama, a theatre activity performed by children for an audience where the process is as important or more important than the actual performance or product.

Highlights of the 1977 research are discussed within the three sub-areas of child drama.

Children's Theatre

The topics covered in the historical/critical area are varied. For example, Michael Gamble in "An Analysis of The Playwriting Techniques of Claire Tree Major" (*Children's Theatre Review*, 26) and "The Queen Mother: Claire Tree Major's Theatre for Children" (*Players*, 52) outlines the general working procedures of this historically-important children's theatre entrepreneur; Susan Pearson analyzes several contemporary production techniques of the PAF-Huntington Company (*Children's Theatre Review*, 26); Helane Rosenberg reviews a contemporary British production at the Unicorn Theatre (*Children's Theatre Review*, 26); and Barbara Kurland discusses arts experiences for children in the People's Republic of China (*Children's Theatre Review*, 26). Although these articles are informative and interesting, the reviewers of actual productions seem hesitant to criticize. In the 1977 reviews only the discussion of the PAF-Huntington season evaluates as well as describes.

Children's Theatre Review also published three interviews with professional children's theatre practitioners: The Magic Carpet Players, the Artistic Director of the Comedie de Loraine of France, and the Playwright-in-Residence and Artistic Director of the Mark Taper Forum.

The one pedagogical article deals with a study utilizing Piaget methodology to uncover those developmental levels where children identify with characters and interpret scenes during formal theatrical production (*Children's Theatre Review*, 26). Though the study presented few significant conclusions, it pointed the way toward further exploration of needed research.

The three practical/experience articles concern projects similar to the British-developed theatre-in-education programs. The projects ranged from: a presentation developed to make artifacts come alive at the Children's Museum of Boston (*Children's Theatre Review*, 26); *The Circus Machine*, a several part production developed at the University of Pittsburgh for elementary students (*Children's Theatre Review*, 26); and a student-developed program based on Minnesota and North Dakota history (*Communication Education*, 26). These articles present instructive procedures and vividly communicate the enthusiasm generated by each project as well.

Recreational Drama

This area was represented by an article describing a project based on the production of two plays by Bertolt Brecht with eleven-to-thirteen-year-olds (*Children's Theatre Review*, 26). The intent of the article was to demonstrate that a systematic visual and spatial equivalent for an abstract idea would aid in teaching complex values.

Creative Drama

The articles in creative drama are not numerous but the breadth and depth of topics covered is considerable. John W. Stewig in "Creative Drama is More Than Story Dramatization" considers creative drama from a non-traditional and theatrical manner and presents a sequence of creative drama activities than aid the reader in planning curriculum. (*Communication Education*, 26)

Daniel LaVista clearly explains the difference between creative drama and simulation strategy, two closely related phenomonen. (*Children's Theatre Review*, 26) Sue Martin discusses the theory behind the practice of creative drama for the brain-damaged, a group that acutely needs such training but, sadly, infrequently receives the creative drama experience. (*Communication Education*, 26) In "The Bubble as a Creative Environment for Drama," Janet McHughes describes a very specific type of environmental tool, a large plastic bubble that aids in stimulating creative drama activities. (*Communication Education*, 26) Noted British authority Gavin Bolton develops an essential classification system of types of learning that take place during basic drama activities. (*Children's Theatre Review*, 26) Finally, Beverly Hendricks explains a procedure she calls "creative rehearsal," a drama-related one-to-one technique for preschoolers. (*Communication Education*, 26).

Omitted from the majority of these articles is a consideration of the relationship of the practice of creative drama to the art of theatre. The crucial question for creative drama practitioners is, how far can the techniques of creative drama be removed from the art of theatre before the resulting activity becomes simple creative teaching? The art of theatre spawned the craft of creative drama and too often the relationship between the two is denied or ignored. With the exception of Stewig's article, these studies fail to connect the theories and practices to a firm base of theatre. The omission of this connection mars slightly these otherwise landmark articles.

Conclusion

Now that the filed of child drama has developed its own strong identity and is attracting growing numbers of students, the most significant step to encourage further development must be research and writing and publication of a more rigorous and critical nature. Many of the articles published in 1977 reveal the needed perspective of the non-compromising scholar. Periodic assessments like this survey help encourage such studies in the growing field of child drama.

Acting and Directing

In the area of acting-directing, the influence of the theatricalistic style on productions, the "American style" of acting, and theatre festival performances were the primary subjects of investigation in 1977. This review will consider significant articles in each of these areas.

Theatricalism, introduced in the early 1960's in Europe and America, is a non-realistic mode of theatre relying heavily on spectacle, usually based on a radical interpretation of a "classic" or well-known script. *The Drama Review* (21) devoted its entire June issue to theatricalist directors in an attempt to discover commonality in these artists through detailed descriptions of productions. Directors Patrice Chereau of France, Klaus Michael Grüber and Peter Stein of Germany are most noted for their theatricalist experiments. Of these men Patrice Chereau received the most discussion with key articles appearing in the *Educational Theatre Journal*, *The Drama Review*, and *Performing Arts Journal*. Colette Godard's article "Patrice Chereau, Poets Invent the Future" provides the most thorough overview of Chereau's theatrical theories and production concepts. (*The Drama Review*, 21) Chereau, Grüber, and Stein reject traditional conventions of art in the belief that the irrational approach to expression is as important as the rational since it leads more directly to an exploration of the unknown. Colette Godard claims that these men artistically "are the discoverers of the future". (*The Drama Review*, 21) American directors most closely associated with the European theatricalism are Tom O'Horgan and Joseph Chaikin. (*Educational Theatre Journal*, 29; *Performing Arts Journal*, 2; *The Drama Review*, 21)

Significant innovative experimental companies in the U.S. and Europe such as the Hungarian theatre company Squat, the Dutch theatre group Studio Scarabee, and the American Contemporary Theatre of Buffalo, New York received special attention in several articles. (*The Drama Review*, 21) In Baltimore, The New Theatre Festival featured two hundred performances by seven international companies and twenty-three groups and individuals from this country forming a festival called "New Theatre." Articles describing productions at this festival maintained that groups have gone beyond the avant-gardism dominating the late 1960's and have developed their own distinctive production styles. Performances varied greatly in their intent, means, and style, however, with only one realistic performance performed by the Reality Theatre of Boston. Production concepts included masks, puppets, video, and extensive use of stylized movement. Themes covered such topics as sexism, pollution and the vagaries of politics. The consensus of the critics was that the immense variety proved that no dominant style of production emerged from the festival that could be defined as "New Theatre".

On a more traditional topic *Yale/Theatre* (8) in their first-ever double issue thoroughly explored an "American style" of acting as well as the different approaches of Method acting. A survey polling prominent directors, actors, playwrights, and critics about an identifiable American acting style was largely inconclusive. Responses ranged from Ellis Rabb's "I do not think we can 'identify' or easily define the American style of acting" to critic Stanley Kauffmann who confidently claimed the ability to recognize several American styles. Those he insightfully described were: 1) A Yankee character of the 19th century which persisted into the 20th such as Walter Brennan and Edgar Buchanan; 2) the chromium-plated 'high Broadway' style and George Abbott farce school of the between-the-wars period seen in Lee Tracy and Jack Lemmon; and 3) the Group Theatre-Actors Studio style which, though rooted in Stanislavsky, is a markedly native product strongly typified by Marlon Brando.

Interviews with Lee Strasberg, Stella Adler, and Sanford Meisner reveal that various teaching approaches to the Stanislavsky Method still exiet and are still debated, as they have been

for the past thirty years, The most inclusive and informative of these interviews is with Lee Strasberg in which he clarifies many accusations and myths about the Method and discusses the role of the successful actor in film and theatre.

Further contribution to research in acting was provided by interviews and profiles of noted acting teacher Alvina Krause, actor Melvin Douglas and mime artist Marcel Marceau. These articles, largely devoted to practical experiences and personal philosophies, contain some usable material for teaching of acting. (*Educational Theatre Journal*, 29; *Dramatics*, 48; *Dramatics*, 48)

The Drama Review placed a significant emphasis on Asian, Third-World and ethnic and religious performance. Seven articles provide detailed descriptions of traditional annual performances, of their histories and customary performing rites. These festivals range from holiday celebrations such as the Lenten rites and practices of the Philippines to parades of the Sagra Della Crose of Sicily, to plays like the Polish Bernardine Pilgrimage Passion Play, a reenactment of the last week in the life of Jesus Christ that covers six miles and takes place in twenty-four different chapels. Staging various from the dance of the Omer Festival of Israel to the complex productions of the thirty-two day Ramlila cycle play of India. The Concentration of these kinds of studies in *The Drama Review* points to a continuation of interest in 1977 in symbolic, ritualistic perfromances for Western actors and directors.

Proportionately fewer of the articles surveyed were authored by academicians and not surprisingly fewer acting-directing articles appeared in the traditional research journals. One such characteristic study by William Gourd sought to discover relationships between audience members' information-processing abilities and their responses to performed plays and the characters in those plays. (*Communication Monographs*, 44)

Fifty-five percent of these articles were devoted to theatricalism, however, a specific trend in the kind of experimental theatre produced in 1977 did not emerge. Rather there seems a revitalization of interest in a creative exploration of directing and acting methods as evidenced by the commentary on the Baltimore Theatre Festival and other festival performances. Finally, the response to the *Yale/Theatre* survey on American acting and interviews with American acting teachers on the Method indicate that we have moved far beyond a dependency on British and European acting styles and are manifesting a pride in developing an indigenous style of acting.

Theatre History, Criticism and Theory

The articles reviewed in this area of theatre cover a wide range of topics. They include studies of period acting styles, staging techniques, audience profiles, newly discovered manuscripts or theatre-related documents, various approaches to play analysis, production histories, theatre architecture, individual careers of actors, playwrights, directors and managers, and various movements in the theatre.

Every major period in theatre history was discussed in the articles surveyed. The Greek, Roman, and classical Spanish periods received the least amont of attention while the Elizabethan period proved the most popular. Following second and third were the Medieval and Restoration periods. Any generic preference appeared non-existant.

A variety of countries were represented with the largest number of articles devoted to the English theatre (41) and a considerable number of articles on the French theatre (13). Surprisingly few articles were devoted to the American theatre (19), representing only sixteen percent of the total articles surveyed in this area.

Predictably, by far the most represented playwright was Shakespeare followed by Ibsen. Discussions of modern and contemporary playwrights included Pinero, Brecht, Pinter, Beckett, Artaud, Handke, Havel, Chekhov, and Stoppard. The majority of critical studies were either analyses of individual plays, or analyses of histories of specific productions. The critical analyses, ranging from metaphysical to Artistotelian approaches, investigated such varied topics in dramatic literature as "social history", "impotency theme", "eccentricity", "spatial aspects", "lack of plot", "metophorical obscenity", "silence", and the "satiric use of *deux ex machina*". The stage histories examined general period production activity and staging techniques of individual productions--notably an article on a Living Newspaper production of *Spirochete* in Chicago in 1938 (*The Drama Review*, 21) and a 1932 premiere production of *Hamlet* at the Vakhtangov Theatre in Moscow, directed by Nikolai Akimov (*The Drama Review*, 21).

In the area of newly discovered manuscripts or documents, several articles significantly contributed to the body of historical data: Willard Bohn discovered a 1914 pantomime-play manuscript by the Parisian poet-playwright Apollinaire (*Comparative Drama*, 11), and John Orral uncovered letters of a Florentine agent in London, Giovanni Salvetti, who comments on personages attending performances and general theatre activity during the Restoration period in his weekly reports to Florence between 1657 and 1680 (*Theatre Research International*, 2). For example, he confirms that a French acting troupe visited England in 1674, which had previously been questioned. Of special interest to the American theatre historian, is an article by Georg W. Schuttler examining recently discovered (1971) notes of William Gillette describing his planned production of *Hamlet* (*Theatre Survey*, 18). Gillette altered the text after consulting various acting versions and favored E.H. Southern's. He cut "ungentlemanly" dialogue and planned the production in the style of "realistic spectacle" eliminating intermissions and the use of a front curtain. For the English theatre historian new information and evidence was uncovered by O.L. Brownstein concerning the dimensions and internal arrangements of the last Caroline playhouse constructed in London (*Educational Theatre Journal*, 29).

Concerning period and style acting, Dene Barnett produced a useful compilation of extracts from manuals and books of the 18th century describing acting styles and techniques (*Theatre Research International*, 2 and 3). Also of special interest is an article by Harold B. Segel on the early history of the cabaret claiming that this popular form of European entertainment exerted a profound influence on artistic innovation, experimentation, and development during the early portion of this century (*Performing Arts Journal*, 2).

Allan Woods' article on the American actor Frederick Warde traces his contributions to the American theatre during the latter part of the nineteenth century and beginning of the twentieth century. This study underscores the need for further research and scholarship in American theatre outside the New York City area (*Educational Theatre Journal*, 29).

In general, the quality of scholarship ranged from unorganized, jargon-ridden, dull essays to well-written articles based on thorough research and sound methodology -- typical of any year's publications. The primary emphasis was on production histories and play analyses. Interestingly, in an era where literary criticism is weighted with structuralism, semiotics, and phenomonology, this past year few of those current critical perspectives were applied to dramatic literature. Methodologies were eclectic or traditional and no one approach appeared to dominate. The reasons for the slight attention to critical articles, at least in *Educational Theatre Journal*, were stated by editor Virginia Scott in her final issue her biases she claims, resulted in "emphases on popular theatre, technical theatre history, and critical articles which address performance concerns. I wish there had been more of the latter. If criticism has seemed scant at times, the reason is that I did not perceive *Educational Theatre Journal* as a venue for literary criticism. I have also been little attracted to most of the theoretical pieces we have received, largely because of impenetrably eccentric vocabularies." (*Educational Theatre Journal*, 29 - Dec.) In history and literature there does not appear to be any specific trend, however, the large number of articles devoted to French theatre and drama suggests a substantial interest. The interest in Ibsen can be attributed partically to the Ibsen sesquicentennial celebration. The lack of articles in American theatre history reflects a need for greater indigenous research. In the particular journals surveyed, little interest was manifested in Third World, minority, or ethnic theatre. Three articles were devoted to Black theatre, none to feminist theatre, and one to Chicano theatre activity. Twenty-three of the one hundred and eighteen articles were written by women and one was devoted to a female playwright. All in all in 1977 Shakespeare remains number one and there is yet another textual analysis of *Waiting for Godot*.

Conclusion

Some of the more intriguing ideas in the 1977 critical literature came from a conference only minimally concerned with theatre. The conference, called Performance in Postmodern Culture, was held in 1976 at the University of Wisconsin, Milwaukee with proceedings published in 1977. The conference, attended by visual artists, musicians, literary critics and such theatre luminaries as Ionesco, Horowitz, and Corrigan, treated the theatricalization of everything from politics to poetics. The appropriation, in part, of a theatre vocabulary by everybody from anthropologist Victor Turner to literary critic Ihab Hassan should have resounding reverberations. Jerome Rothenberg claimed that "the fact of performance now runs through all our arts. . ." and Turner maintains that even "social conflicts are a form of theatre."[3] To place "performance" at the center of postmodern thought as these procedings did, is to connect theatre conceptually with all the other arts as well as with 'real life'. Blau said that theatre remains the paradigm for the very idea of performance. This important linkage challenges theatre practitioners and researchers in the years ahead to strengthen these connections that establish the centrality of performance.

Footnotes

[1]*Quarterly Journal of Speech, Communication Monographs, Communication Education, Western Speech, Southern Speech, Central Speech, Children's Theatre Review, The Drama Review, Dramatics, Performing Arts Journal, Players, Yale/Theatre, Theatre Research International, Theatre Notebook, Theatre Survey, Comparative Drama* and *Educational Theatre Journal*.

[2]An extensive bibliography of books and articles reviewed for this report is available upon request from the ACA National Office. The cost is $1.50 prepaid.

[3]*Performance is Postmodern Culture*, Michel Benamou and Charles Camarello, eds. Madison, Coda Press, Inc., 1977, pp. 11-12.

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Flora B. Atkins overviews the development of the Children's Arts Series in Washington, D.C. and some of the companies that performed during the season.

Helen P. Avery. "A Review of *The Uses of Enchantment: The Meaning and Importance of Fairy Tales* by Bruno Bettelheim." CTR 26, No.1 (1977): 16-17.

Helen P. Avery reviews Bruno Bettelheim's book in terms of its significance to educators and children's theatre practitioners.

Pam Barragar. "Comedie de Lorraine: Children's Theatre in France." CTR 26, No. 3 (1977): 6-7, 13.

Pam Barragar interviews Henri Degoutin, Artistic Director of the children's theatre company Comedie de Lorraine, Nancy, France on such subjects as evolution of style, personal philosophy, and several specific productions.

Alice Beck. "A Review of *Dorothy Heathcote, Drama as a Learning Medium* by Betty Jean Wagner." CTR 26, No.3 (1977): 15.

Based on her personal studies with Dorothy Heathcote, Alice Beck primarily presents an analysis of Ms. Heathcote's teaching style; the next text by Betty Jean Wagner is mentioned briefly.

Gavin Bolton. "Creative Drama and Learning." CTR 26, No.2 (1977): 10-12.

Gavin Bolton, a leading British theoretician in the field of creative dramatics, classifies the major kinds of learning that appear to take place during creative drama activities. He orders the drama activities into four categories: action where the feeling is artificial, action where the process reinforces, action where the process clarifies, and action where the process modifies.

Casey Clark. "A Review of *Self-Supporting Scenery and Children's Theatre. . . and Grown-ups, Too* by James Hull Miller." CTR 26, No.3 (1977): 15-16.

Casey Clark reviews the third edition of James Hull Miller's text on self-supporting scenery, the type of scenery most often used by those who tour children's theatre.

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Gillette Elvgren describes the development and implementation of *The Circus Machine*, a combination performance and workshop program developed by himself and his students at the University of Pittsburgh for use with local elementary school children.

Michael Gamble. "An Analysis of the Playwriting Techniques of Claire Tree Major." CTR 26, No.1 (1977): 2-4.

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Judith B. Kase, president of the Children's Theatre Association of America, discusses the findings of the August 1977 Wingspread Conference on Theatre Education for Public Schools.

Carol Korty. "If I were a Kid Back Then: Participatory Drama in a Museum Setting." CTR 26,

No.4 (1977): 11-13.

Ms. Korty describes the theatre in education-like, historically-based production of *If I were a Kid Back Then* at the Children's Museum of Boston in terms of such elements as costumes, conflict, characterization and participation of the audience. She also discusses the development of the project and evaluates its result.

Barbara Kurland. "Children's Theatre in the People's Republic of China." *CTR* 26, No.2 (1977): 6-7.

Barbara Kurland describes the arts experience for children in the schools and in the communities of the People's Republic of China. She also discusses the types of training and kinds of classes experienced by a typical theatre or music student in the Theatre Academy of Chungchow in Honan Province.

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Daniel L. LaVista. "Creative Drama as Simulation Strategy." *CTR* 26, No.1 (1977): 10-12.

Daniel L. LaVista compares and contrasts creative drama and simulation strategy. He discusses such variables as characteristic of roles, alternatives available, risk-taking, determination of setting, and process segment.

Barbara Lieb-Brilhart and Gayle E. Mayer. "SCA Directory of Communication and Theatre Workshops and Institutes for Secondary School Students and Teachers--1977." *Communication Education* 26, No.2 (March 1977): 172-179.

The authors develop lists of communication and theatre workshops and institutes for teachers; they categorize these workshops in terms of state, institution, dates, director, emphasis, credits available, maximum enrollment, financial aid, and special benefits.

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First Dr. Sue Martin presents five reasons for the inclusion of creative drama in the curriculum of brain-damaged children. Then she discusses preparation for, execution of, and evaluation of play in terms of the idiosyncracies of brain-damaged children.

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Julie Thompson briefly overviews Muriel Broadman's book on children and the entertainment media.

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A large collection of English Juvenile Drama material, recently discovered at the University of Victoria in British Columbia forms the core of a recent study by Peter Winn. These miniature cut-outs of stage, costumes, sets, and other trappings of theatre were popular items in Victorian children's toy collection. These toy theatres, however, have been found to have significance not only as representative of children's play, but also as near faithful reproductions of various productions presented in England during the mid 1800's.

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Pam Woody interviews Artistic Director John Dennis and Playwright-in-Residence Doris Baizley of the Improvisational Theatre of the Mark Taper Forum in Los Angeles, a company that develops plays for children. Topics in the interview include history of the company, rehearsal procedures, company philosophy, and specific productions.

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Robb Creese. "The Architect and the Emperor of Assyria.: *The Drama Review* 21 (June 1977): 66-78.

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Theatre History, Criticism, and Theory

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An investigation of "festival", "folk or popular play", and "sophisticated theatre" in Africa with Nigerian and Ghanaian examples. Suggests ways that African theatre can teach western theatre.

Jonas A. Barish. "The Uniqueness of Elizabethan Drama." *Comparative Drama* 11 (Summer 1977): 103-112.

A contrast of the "multiplicity of plot and character and stage space, of times and tapes and conditions" in Elizabethan drama with Greek, French neoclassic, and naturalistic drama.

Dene Barnett. "The Performance Practice of Acting: The Eighteeenth Century. Part II: the Hands." *Theatre Research International* 3 (October 1977): 1-19.

A compilation of extracts from manuals and books of the 18th century which comment on the use of the hands on stage.

Dene Barnett. "The Performance Practice of Acting: The Eighteenth Century Part I: Ensemble Acting." *Theatre Research International* 2 (May 1977): 157-186.

A compilation of extracts from manuals and books of the 18th century which comment on acting and ensemble acting.

M. S. Barranger. "Ibsen's *Little Eyolf* and Modern Tragicomedy." *PJS* 63 (April 1977): 180-187.

Analysis of modern tragicomedy using Ibsen's *Little Eyolf* as an example.

Gorman Beauchamp. "The Amorous Machiavellism of *The Country Wife*." *Comparative Drama* 11 (Winter 1977-78): 316-330.

A Machiavelli interpretation of Wycherley's Restoration comedy, *The Country Wife*.

Peter Bien. *Buddha*, Kazantzakis' Most Ambitious and Most Neglected Play." *Comparative Drama* 11 (Fall 1977): 252-272.

An analysis of the Greek playwright Kazantzakis' 1941 play *Buddha*.

Augusto Boal. "Political Poetics: A Social History of Drama." *Performing Arts Journal* 2 (Spring 1977): 6-18.

A sociological view of drama. Shakespeare is the "first bourgeois dramatist", and Ionesco is significant because he testifies to the "final phase of the bourgeois society and theatre."

Willard Bohn. "A New Play by Apollinaire." *Comparative Drama* 11 (Spring 1977): 73-87.

An analysis of a 1914 pantomime play by the Parisian avant-garde Guilloume Apollinaire, *What Time Does A Train Leave For Paris?*, discovered by the author.

Michael R. Booth. "East End and West End: Class and Audience in Victorian London." *Theatre Research International* 2 (February 1977): 98-103.

An examination of audience and class makeup in Victorian London.

Barbara C. Bowen. "Metaphorical Obscenity in French Farce, 1460-1560." *Comparative Drama* 11 (Winter 1977-78): 331-344.

An examination of sexual terminology in the plays usually referred to by French critics as "l'anuiene farce."

John E. Bowlt. "Constructivism and Russian Stage Design." *Performing Arts Journal* (Winter 1977): 62-84.

The effect of Constructivism on Russian costume and scene design.

Sandy Boyton. "The History of American Acting: A Detour." *Yale/Theatre* 8 (Spring 1977): 104-111.

A short overview of American theatre history claiming that the "insistence on the artistic autonomy of our theatre...keeps our dramatic progress in a belated relationship to European drama, and to our own arts."

Peter Briggs. "The New Birmingham Repertory Theatre: A Case Study in Marketing." *ETJ* 1 (March 1977): 95-107

An essay on the history of the Birmingham Repertory Theatre, its problems, opportunities and recommendations for its future.

John W. Brokaw. "Teatro Chicano: Some Reflections." *ETJ* 29 (December 1977): 535-544.
Comparison and contrast of Spanish-language theatre in the Southwest during two major periods in this century.

Jared A. Brown. "Howe's Strolling Company": British Military Theatre in New York and Philadelphia, 1777 and 1778." *Theatre Survey* 18 (May 1977): 30-43.
Traces the production activity of the British army in New York and Philadelphia in 1777 and 1778.

O. L. Brownstein. "New Light on the Salisbury Court Playhouse." *ETJ* 29 (May 1977): 231-242.
New information and evidence concerning the dimensions, internal arrangements, etc., of the last Caroline playhouse to be constructed.

Jarka M. Burian. "The Liberated Theatre of Voskovec and Werich." *ETJ* 29 (May 1977): 153-177.
An analysis of Prague's popular liberated theatre between the two world wars and the work of Voskovec and Werich.

Joseph N. Calarco. "Production as Criticism: Miller's *The Crucible*." *ETJ* 29 (October 1977): 355-361.
The critical process in a production of Miller's *The Crucible*, which played for two years (1972-74) in Wayne State University's Hilberry Repertory Theatre.

Edward Callan. "W. H. Auden's First Dramatization of Jung: The Charade of the Loving and Terrible Mothers." *Comparative Drama* 11 (Winter 1977-78): 287-302.
An analysis of Auden's *Paid on Both Sides: A Charade* supporting the idea that it is a dramatization of Jung's "notions".

Neil Carson. "Literary Management in the Lord Admiral's Company, 1596-1603." *Theatre Research International* 2 (May 1977): 187-197.
An analysis of dramaturgy or "literary management" in the Lord Admiral's Company.

Alan S. Chester. "Orpheus Descending." *Players* 52, (Oct-Nov 1977): 10-13.
This article analyzes Tennessee William's play as a conflict between the real and the ideal.

John C. Coldewey. "That Enterprising Property Player: Semi-Professional Drama in Sixteenth-Century England." *Theatre Notebook* 31 (1977): 5-12.
Examines production activity in counties near London during the sixteenth century.

Theresa Coletti. "Devotional Iconography in the N-Town Marian Plays." *Comparative Drama* 11 (Spring 1977): 22-44.
The relationship of devotional iconography to dramatic import by an exploration of the N-Town Marian Plays as a formal devotional art.

John Scott Colley. "*Bartholomew Fair*: Ben Johnson's 'A *Midsummer Night's Dream*.'" *Comparative Drama* 11 (Spring 1977): 63-72.
Comparative analysis of "dream" and "madness" in *Bartholomew Fair* and *A Midsummer Night's Dream*.

Edward Craig. "E. W. Godwin and the Theatre." *Theatre Notebook* 2 (1977): 30-33.
A short essay on the life of E. W. Godwin in the theatre.

Mimi Gisolfi D'Aponte. "*Presepi*: A Neopolitan Christmas Ritual." *Performing Arts Journal* 2 (Fall 1977): 49-60.

G. S. Darlow. "A Brief Description of the Frank Pettingell Collection of Plays in the University Library, Canterbury, Kent." *Theatre Notebook* 3 (1977): 2-6.
This brief article attempts to outline some of the more interesting features of the ϕ,500 piece Pettingell collection.

František Deak. "Antonin Artaud and Charles Dullin: Artaud's Apprenticeship in Theatre." *ETJ* 29 (October 1977): 345-353.
Examines Artaud's apprenticeship at Dullin's Atelier between 1921 and 1923.

Errol Durbach. "Temptation to Err: The Denouement of *Rosmersholm*." *ETJ* 29 (December 1977): 477-485.
An analysis of the denouement in Ibsen's *Rosmersholm*.

Katherine Eaton. "Brecht's Contacts With the Theatre of Meyerhold." *Comparative Drama* 11 (Spring 1977): 3-21.
A study of Brecht's contacts with Tret'iakov and others and his visits to Moscow in the 1930's to establish the possible links between the theatres of the two men.

Martin Esslin. "Max Reinhardt High Priest of Theatricality." *Drama Review* 21 (June 1977): 5-24.
This article traces the theatrical career of Max Reinhardt and his major achievments.

Florence A. Falk. "Physics and the Theatre: Richard Foreman's *Particle Theory*." *ETJ* 29 (October 1977): 395-404.
An examination of playwright Richard Foreman's *Particle Theory* and other plays which demonstrate "that physics can provide useful metaphors for the theatre" and guidelines (even some methodology) "to reveal concealed aspects of reality."

Kathleen Falvey. "The First Perugian Passion Play: Aspects of Structure." *Comparative Drama* 11 (Summer 1977): 127-138.
Structural analysis of the fourteenth century *Laudario* of the Confraternity of St. Andrew in Perugia, Italy.

Oscar Fernández. "Black Theatre in Brazil." *ETJ* 29 (March 1977): 5-17.
Surveys the development and lack of development of Black theatre in Brazil.

David James Fisher. "Romain Rolland and the French People's Theatre." *Drama Review* 21 (March 1977): 75-90.
A history of Romain Rolland and his role in the French people's theatre movement.

James W. Flannery. "Taking Theatre to the Bureaucrats: An Experimental Production of *The Memorandum* by Vaclav Havel." *ETJ* 29 (December 1977): 526-534.
A study of a production of *The Memorandum* performed in business offices in Ottawa.

Richard Foulkes. "Helen Faucit and Ellen Terry as Portia." *Theatre Notebook* 31 (1977): 27-37.
A comparison of the acting style and interpretation of Faucit and Terry in the role of Portia.

Richard Foulkes. "Herbert Beerbohm Tree's King Henry VIII: Expenditure, Spectacle and Experiment." *Theatre Research International* 3 (October 1977): 23-32.
A production history of Tree's 1910 King Henry VIII.

James F. Franklin. "The Emergence of Government Supported Resident Theatres in Italy." *ETJ* 29 (October 1977): 385-394.
A study of the development of state-subsidized theatre in Italy from the turn of the century to the present.

David Galloway. "The 'Game Place' and 'House' at Great Yarmouth, 1493-1595." *Theatre Notebook* 31 (1977): 6-9.
An argument against the existence of a building for the sole·purpose of staging plays at Great Yarmouth.

David George. "Pre-1642 Cast-Lists and a New One for *The Maid's Tragedy*." *Theatre Notebook* 31 (1977): 22-27.
A review of all the known cast-lists for the Elizabethan-Jocobean-Caroline period.

Daniel Gerould. "Sologub and the Theatre." *Drama Review* 21 (December 1977): 79-84.
A short biography of the Russian "symbolist dramatist" Fydor Sologub and his career in the theatre.

Peyton Glass, III. "Beckett: Axial Man." *ETJ* 29 (October 1977): 362-373.
Analysis of the "spatial aspects" of Beckett's plays with emphasis on *Waiting for Godot*.

Roger Allan Hall. "Black America: Note Salsbury's 'Afro-American Exhibition'." *ETJ* 29 (March 1977): 49-60.
History of the 1895 production of "Black America" with a black cast of 500 people and billed as "A Gigantic Exhibition of Negro Life and Character."

Arnold Hare. "George Fredrick Cooke's Early Years in the Theatre." *Theatre Notebook* 31 (1977): 12-21.
An investigation of Cooke's early year activities in the theatre.

Robert D. Hume. "Manuscript Casts for Revivals of Shadwell's *The Libertine* and *Epsom-Wells*." *Theatre Notebook* 31 (1977): 19-22.
An examination of the manuscript casts contained in the quarto copies of these plays in the University of Cincinnati Library.

Russell Jackson. "The Shakespearean Productions of Lewis Wingfeld, 1883-90." *Theatre Notebook* 31 (1977): 28-41.
An examination of Wingfield's work in the 1880's as archaeological "advisor" to a number of important Shakespeare productions.

Michael Jamieson. "An American Actress at Balmoral." *Theatre Research International* 2 (February 1977): 117-131.
Account of the performance by Elizabeth Robins in *Diplomacy* in the Queen's private home at Balmoral.

Irmgard Johnson. "Senzo Sai Nō Performance: An Eye-and-Ear-Witness Account." *Southern Speech Communication Journal* 43 (Fall 1977): 33-47.
This study is primarily an eye-and-ear witness description of a non-typical Japanese Nō drama performance, which also explains the circumstances of its annual presentation.

David Richard Jones. "The Virtues of *Hedda Gabler*." *ETJ* 29 (December 1977): 447-462.
An analysis of the play and character of Hedda Gabler.

Gerald Kahan. "The American Career of George A. Stevens' *Lecture on Heads*." *Theatre Survey* 18 (November 1977): 60-71.
A production History of *Lecture on Heads* on the American stage.

A. M. Karimi. "Tableaux Vivants: Their Structure, Themes, and Rhetorical Function." *Southern Speech Communication Journal* 42 (Winter 1977): 99-113.
Analysis of *Tableaux Vivants* as an important means of expression and persuasion.

T. J. King. "The First Known Picture of Falstaff (1662): A suggested Date for His Costume." *Theatre Research International* 3 (October 1977): 20-22.
Presents evidence that *The Wits* frontispiece should be accepted as a reliable composite picture of actors and audience in one of the enclosed playhouses where surreptitious performances were held after 1642, when the theatres were closed by order of Parliament.

T. J. King. "The King's Players at Stratford-Upon-Avon, 1622." *Theatre Notebook* 31 (1977): 4-6.
A short essay with new ideas concerning this event.

Bettina Knapp. "Nathalie Sarraute: A Theatre of Tropisms." *Performing Arts Journal* 1 (Winter 1977): 15-27.
A short analysis of five plays by Sarraute.

Alma H. Law. "Hamlet at the Vakhtangov." *Drama Review* 21 (December 1977): 100-110.
A brief production and photo history of the 1932 premiere production of *Hamlet* at the Vakhtangov Theatre in Moscow, directed by Nikolai Akimov.

Briant Hamor Lee. "The Origins of the Box Set in the Late 18th Century." *Theatre Survey* 18 (November 1977): 44-59.

A new theory on the origin on the box set, attributing its development to the Italian scenic designer Paolo Landriani.

Samuel L. Leiter. "Ichikowa Danjūrō XI: A Life in Kabuki." *ETJ* 29 (October 1977): 311-319.

Traces the career of one of Kabuki's most famous actors Danjūrō, who died in 1965.

Vincent Liesenfeld. "The 'First' Playhouse Bill: A Stage Ghost." *Theatre Notebook* 31 (1977): 9-12.

Evidence is provided to support the year 1735 as the first attempt by Parliament for legislation aimed at regulating English theatres.

Jan McDonald. "'Disillusioned Bards and Despised Bohemians': Michael Field's *A Question of Memory* at the Independent Theatre Society." *Theatre Notebook* 31 (1977): 18-29.

Through an examination of letters and diaries concerning the 1893 production of *A Question of Memory*, the author reveals more about the day-by-day operation and methods of the Independent Theatre Society.

Stuart W. McDowell. "A Brecht-Valentin Production: *Mysteries of a Barbershop*." *Performing Arts Journal* 1 (Winter 1977): 2-14.

Synopsis and history of Brecht's first film experience in 1923 with comic actor Karl Valentin and director Erich Engel.

James Maloon. "From Beast to Mad Beast: A Further Look at Tyrone Guthrie's *Tamburlane*." *Theatre Survey* 18 (May 1977): 1-29.

Production analysis of Guthrie's *Tamburlane* produced in 1951 and 1956.

Michael Manheim. "Silence in the *Henry VI* Plays." *ETJ* 29 (March 1977): 70-76.

Short study of Silence in the *Henry VI* Plays of Shakespeare.

Patrick Marsck. "*Jeanne d'Arc* Diring the German Occupation." *Theatre Research International* 2 (February 1977): 129-145.

Analyzes the resurgence of interest in Joan of Arc during the German occupation of France.

Annabelle Henkin Melzer. "Homage to Robert Aron, 1898-1975." *Theatre Research International* 2 (February 1977): 131-139.

An interview with Robert Aron in which he describes his participation in the work of the Theâtre Alfred Jarry.

Annabelle Henkin Melzer. "Louis Aragon's L'Amore à glance un beau soir: A Play of the Surrealist 'Époque de sommeil.'" *Comparative Drama* 11 (Spring 1977): 45-62.

An analysis of Aragon's surrealistic play *L'Amoire à glace un beau soir* and overview of the period.

Louis Adrian Motrose. "'Folly in Wisdom hatch'd': The Exemplary Comedy of *Love's Labour's Lost*." *Comparative Drama* 11 (Summer 1977): 147-170.

Linda Suny Myrsiades. "Greek Resistance Theatre in World War II." *Drama Review* 21 (March 1977): 99-106.

A history of stage productions by the "Greek Resistance" in World War II.

Klaus Neiiendam. "The Second Staging of *Peer Gynt, 1886*." *Theatre Research International* 2 (February 1977): 104-117.

Harold J. Nichols. "Julia Glover and the 'Old School' of Comic Ac[illegible]." *ETJ* 29 (December 1977): 516-525.

An essay on the comic acting style of Julia Glover, popular on the English stage between 1820 and 1840.

Harold J. Nichols. "The Star System at Ben Webster's Haymarket." *Theatre Survey* 18 (May 1977): 44-56.

Ben Webster's use of the star system while manager of the Haymarket Theatre from 1837 to 1853.

John S. O'Connor. "*Spirochete* and the War on Syphilis." *Drama Review* 21 (March 1977): 91-98.

A stage history of the Living Newspaper 1938 Chicago production of *Spirochete*.

John Orrall. "A New Witness of the Restoration Stage, 1670-1680." *Theatre Research International* 2 (February 1977): 86-97.

Exerpts from the letters of Florentine agent in London, Giovanni Salvetti, between 1670-1680.

Norman H. Paul. "Jacques Copeau, Drama Critic." *Theatre Research International* 2 (May 1977): 221-229.

Analysis of the drama criticism of Jacques Copeau.

Norman H. Paul. "Jacques Copeau Looks at the American Stage, 1917-1919." *ETJ* 29 (March 1977): 61-69.

An examination of Jacques Copeau impressions of American theatre from his journal notes, etc.

Raymond J. Penzell. "A Hungarian Christmas Mummer's Play in Toledo, Ohio." *ETJ* 29 (May 1977): 179-198.

Performance of the Betlehem play in Toledo through the streets of the East Side of the city at Christmas time. Includes the text and analysis.

Robert M. Post. "Impotency in Pinter's *No Man's Land*." *Central States Speech Journal* 28 (Fall 1977): 214-219.

Analysis of impotency theme in Pinter's *No Man's Land*.

David Rinear. "From the Artificial Towards the Real: The Acting of William Farren." *Theatre Notebook* 31 (1977): 21-28.

Study of the acting career of the Victorian comedian William Farren.

Gabriele Scott Robinson. "Plays Without Plot: The Theatre of Tom Stoppard." *ETJ* 29 (March 1977): 37-48.
Structural analysis of the plays of Tom Stoppard.

Robert Ronning. "The Eccentric: The English Comic Farce of Sir Arthur Pinero." *QJS* 63 (February 1977): 51-58.
An analysis of the comic farce in Sir Arthur Pinero's plays and the element of eccentricity.

David Rosengarten. "*The Lady from the Sea*: Ibsen's Submerged Allegory." *ETJ* 29 (December 1977): 462-476.
An analysis of Ibsen's *The Lady from the Sea*.

Robert K. Sarlos. "Dionysos in 1915: A Pioneer Theatre Collective." *Theatre Research International* 3 (October 1977): 33-53.
A history, philosophy and analysis of the events and formation of the Provincetown Players (1915-1922) "in terms of groups versus collectives."

June Schlueter. "Peter Handke's *The Ride Across Lake Constance*: The Illusion of Self-Sufficiency." *Comparative Drama* 11 (Summer 1977): 113-126.
An analysis of Handke's *The Ride Across Lake Constance* in terms of having "gone beyond the illusion of reality to the illusion of self-sufficiency."

Paul Schmidt. "A Director Works with a Playwright: Meyerhold and Mayakovsky." *ETJ* 29 (May 1977): 214-220.
A study of their ten year collaboration in theatre.

George Schuttler. "Sherlock Holmes as Hamlet?" *Theatre Survey* 18 (November 1977): 72-85.
An examination of William Gillette's *Hamlet* script, which was never produced.

Harold B. Segel. "Fin De Siecle Cabaret." *Performing Arts Journal* 2 (Spring 1977): 41-57.
A study of the emergence of the cabaret and its place in art.

Laurence Senelick. "The Lake-Shore of Bohemia: *The Seagull's Theatrical Context*." *ETJ* 29 (May 1977): 199-213.
Analysis of *The Seagull* in Russian theatrical context.

Raymond C. Shady. "The Stage History of Heywood's *Love's Mistress*." *Theatre Survey* 18 (November 1977): 86-95.
A stage history of Heywood's *Love's Mistress*, or *The Queen's Masque*.

Muñoz P. Simonds. "Molière's Satiric Use of the *Deus Ex Machina* in *Tartuffe*." *ETJ* 29 (March 1977): 85-93.
A study of the *deus ex machina* convention in *Tartuffe*.

Joe E. Smith. "The Honeymoon." *Players* 52, (Oct-Nov 1977): 14-17.
This account tells of the production history of a popular play of John Tobini's in America in the early 1800's.

Fydor Sologub. "Theatre of One Will." Trans. Daniel Gerould. *Drama Review* 21 (December 1977): 86-99.
A translation of the chief theoretical work by the Russian symbolist Sologub, published first in 1908. "...Should be read as a symbolist text...containing the keys to the poet's mystical view of the universe."

Susan Spitzer. "Prevért's Political Theatre: Two Versions of *La Bataille de Fontenoy*." *Theatre Research International* 3 (October 1977): 54-65.
Analysis of Prevert's *La Bataille de Fontenoy*.

John R. Spring. "Platforms and Picture Frames: A Conjectural Reconstruction of the Duke of York's Theatre, Dorset Garden, 1669-1709." *Theatre Notebook* 3 (1977): 6-19.
An examination of "forestage" and scenic area, and how the stage area was architecturally related to the auditorium during the Restoration period.

Alan A. Stambusky. "Roman Comedy on Trial in the Republic: The Case of Censorship Against Gnaeus Naevius the Playwright." *ETJ* 29 (March 1977): 29-36.
A study of the censorship of Roman playwright Naevius during the Republic.

Eugene Steele. "Shakespeare, Goldoni, and the Clowns." *Comparative Drama* 11 (Fall 1977): 209-226.
A study of the improvisation by Elizabethan Clowns and Commedia dell'Arte players of the plays by Shakespeare and Goldoni.

David Stevens. "The Stagecraft of James Shirley." *ETJ* 29 (December 1977): 493-516.
An investigation of Elizabethan staging techniques through the plays written by James Shirley.

James F. Stottlar. "Hardy VS Pinero: Two Stage Versions of *Far From The Madding Crowd*." *Theatre Survey* 18 (November 1977): 23-43.
Examination of the two adaptations of *Far From The Madding Crowd* and the controversy they created in 1882.

Thomas B. Straup. "Ritual and Ceremony in the Drama." *Comparative Drama* 11 (Summer 1977): 139-146.
"It is the simple argument of this paper that a playwright's use of ritual and ceremony in his plays often provides essential and convenient dramatic functions and just as often furnishes even more profound artistic values."

J. L. Styan. "Shakespeare on Stage and Screen." *ETJ* 29 (March 1977): 18-28.
Examines the verbal images, spatial elements, and visual effects in staging and filming Shakespearean productions.

Jerome Taylor. "Prophetic 'Play' and Symbolist 'Plot' in the Beauvais *Daniel*." *Comparative Drama* 11 (Fall 1977): 191-208.
A study of the 1140 manuscript of *Danielis ludus* of "Play of Daniel" as a prophetic "play" with a symbolist "plot".

Stuart W. Towns. "The Florida Chautauqua: A Case Study in American Education." *Southern Speech Communication Journal* 42 (Spring 1977) 228-245.
This study traces the development of the Florida Chautauqua and its thirty-six year history in the panhandle town of DeFuniak Springs.

Andrew T. Tsubaki. "The Performing Arts of Sixttenth-Century Japan: A Prelude to Kabuki." *ETJ* 29 (October 1977): 299-309.
Examination of the performing art forms which have contributed to the formation of the Kabuki.

Pieter Van der Merwe. "The Ingenious Squire: New Aspects of Isoac Pocock (1782-1835)." *Theatre Notebook* 2 (1977): 12-18.
A short examination of Pocock's set and costume drawings.

J. E. Varey. "Social Criticism in El Burlador de Sevilla." *Theatre Research International* 2 (May 1977): 197-221.
Script analysis of *El Burlador de Sevilla*.

John W. Velz. "'Nothing Undervalued to Cato's Daughter': Plutarch's Porcia in the Shakespeare Canon." *Comparative Drama* 11 (Winter 1977-78): 303-315.
An investigation of Shakespeare's "continuing interest in Plutarch's Porcia through many years and some five works in the canon."

Elizabeth D. Walsh. "New Deal Theatre." *Dramatics* 48 (March-April 1977): 14-19.
A brief history of the Federal Theatre Project.

Michael Walton. "Financial Arrangements for the Athenian Dramatic Festivals." *Theatre Research International* 2 (February 1977): 79-86.
A study of management and finances for the Athenian dramatic festivals.

William B. Warfel. "The Renovation of the Yale Repertory Theatre." *ETJ* 29 (October 1977): 375-384.
Plans, characteristics and physical descriptions of the new Yale Repertory Theatre.

J. P. Wearing. "The London West End Theatre in the 1890's." *ETJ* 29 (October 1977): 320-332.
A study of theatrical production activity in London's West End Theatre in the 1890's.

Carol Weiher. "American Theatre on Stage in the 1960's Something Old, Something New." *QJS* 63 (December 1977): 405-412.
Overview of historical drama on the American stage in the 1960's.

Gary Jay Williams. "Madame Vestris' *A Midsummer Night's Dream* and the Web of Victorian Tradition." *Theatre Survey* 18 (November 1977): 1-22.
Production history of Madame Vestris 1840 production of *A Midsummer Night's Dream*.

Gary Jay Williams. "Theaters of Washington." *Theater* 9 (Fall 1977): 65-71.
A short review of recent production activities at theatres in Washington, D.C.

Robert C. Williams. "Theosophy and Revolution: Huntly Carter and the 'New Spirit' in Early Soviet Theatre." *QJS* 63 (December 1977): 395-404.
An analysis of the English drama critic Huntley Carter and his views of early Russian theatre.

John R. Wolcott. "Scene Painters and Their Work in America before 1800." *Theatre Survey* 18 (May 1977): 57-83.
A study of scene painters and the relationship between easel and scene painting in America before 1800.

Allan Woods. "Frederick B. Warde: America's Greatest Forgotten Tragedian." *ETJ* 29 (October 1977): 333-344.
Overview of actor Frederick Warde's contributions and career in the American theatre during the latter part of the nineteenth century and beginning of the twentieth century.

Hersh Zeifman. "The Alterable Whey of Words: The Texts of *Waiting for Godot*." *ETJ* 29 (March 1977): 77-84.
Examines the differences in the texts of the American and British editions.

Jack Zipes. "The Irresistible Rise of the Schaubühne am halleschen Ufer; A Retrospective of the West Berlin Theater Collective." *Theater* 9 (Fall 1977): 6-49.
A history of the Schaubühne in West Berlin, tracing its origins development and production history.

RESPONSE TO "RESEARCH IN SPEECH COMMUNICATION: REVIEWING 1977"

Dennis S. Gouran

After reading the preceding papers and trying to digest the mass of information they introduce, my inclination is to praise the writers for the seriousness with which each undertook his or her respective project and then to comment no further. To do so, however, would not only violate the requirements of a respondent's role but, possibly worse, be erroneously construed as a suggestion that the papers are not worthy of response. My reluctance, however, stems not from a concern about the quality of the reviews but rather from a feeling of inadequacy. Not having read the bulk of the scholarship reported, I am in no way prepared to question the manner in which the individual reviewers have characterized research in speech communication conducted during 1977 nor to challenge the accuracy of their interpretations. To be able to respond at all, then, I have chosen to focus on a recurrent theme I sense emerging in most of the several papers and to explore its implications for the scholarly thrust of our discipline as a whole.

In categorizing research in public address, Robert Weiss utilizes the celestial metaphor of constellations. The metaphor, if extended to other divisions of the discipline and applied as more than a classificatory device, raises some provocative issues. Among other things, constellations and the galactic structure of which they are a part appear to be expanding from a once common center to the farthest reaches of space while at the same time ever increasing the distance between them. To some extent, the same phenomenon seems to characterize the behavior of our field, both within and between its individual components. In short, interests are diversifying and accelerating at a rate sufficient to overcome the gravitational pull of our traditional center. For some, this type of movement away and apart may be disturbing, for others appealing, and for still others merely an inevitable necessity. Whatever one's emotional response to this condition, the papers, for the most part, point to its occurrence.

Weiss tells us that those doing research in public address apparently are trying "to monitor all manner of public discourse," which in 1977 included analyses of (1) symbolic stylistic devices, (2) generic influences on public utterances, (3) the rhetoric of historical reality, and (4) political communication. Although Weiss does not comment on the desirability of the interests he identifies, his review points to rather substantial diversity. Osborn's review, which is probably the most closely related to Weiss's, at least thematically, portrays 1977 as a vintage year in rhetorical and communication theory. In possibly the most positive of the various assessments of research, Osborn suggests that fundamental notions concerning rhetoric as "symbolic transformation" were expanded, deepened, and extended in the sample of scholarship chosen.

Research generated in the more scientifically oriented divisions of the discipline appears to possess less thematic unity than Weiss and Osborn report having found. Wood, Frandsen and Green, and Kaster all suggest a sense of frustration in their efforts to classify the research in interpersonal and small group communication, speech and language sciences, and mass communication respectively. Part of the difficulty, of course, is a result of the sheer volume of activity. On the other hand, the difficulty is partially attributable to diversity, irrespective of volume. Frandsen and Greene manage to overcome their frustration and find that scholarship in 1977 in speech and language sciences can be divided into convenient categories, three of which are thematic (acquisition, processing, and interaction) and the other of which reflects the methodological interests of researchers in the area. The other two reviewers, however, were apparently forced to settle for typification rather than classification. Wood, moreover, reports widespread consensus among researchers in interpersonal and small group communication concerning the lack of concensus about the proper focus of their inquiry.

In the area of instructional development, the concern expressed by the reviewer is not so much the diversity of research, but the lack of it. "Instructional Development," observes Bassett, "seems to be an area people write about, but don't conduct research in," at least as reflected in the survey of 1977. Forensics, on the other hand, suffers from a somewhat different set of problems. McBath, Bartanen and Gossett feel that too much of the scholarship is concerned with forensics as an activity, not enough is published, most of the published research appears in journals of the guild, too little is conducted by those who are most active in the activity, and forensics as pragmatic communication has been largely ignored. Although it is possible to group research in this area, the individual investigations nonetheless reflect more an idiosyncratic character than any discernible and unified perspective.

The sentiments expressed by Heston and Bennett, et al, about research in interpretation and theatre are in many respects echoes of the concerns voiced by several of the other reviewers. Heston worries about the impact of borrowing excessively from other disciplines on the identity of interpretation research, and Bennett, et al, sense some urgency in the need to restore performance to the center of inquiry as a means of strengthening the scholarship in theatre.

It would be misleading to leave the impression that any of the reviewers is censuring the efforts of his or her colleagues, for the essays are largely sympathetic assessments. On the whole, however, they reflect a feeling that we can be doing better and that the results of our scholarship should permit greater integration of knowledge. Moving from the individual divisions and their respective problems to a disciplinary level, the difficulty of integrating knowledge is greatly enlarged. In Gestalt terminology, our sense of perceptual organization is violated. After reading the papers, one could legitimately ask, "Why do these people all represent the same

professional association?" To answer this question one must look, albeit carefully, beneath the surface impressions the reviews can easily create when considered in toto.

Although the diversity of interest within and between the divisions of our discipline is strikingly apparent, one can discover in the scholarship of 1977 a thread of continuity. A number of people in each area seem to be concerned with responses to communicative experiences. More specifically, they want to know what contributes to the variety of responses elicited by the peculiar characteristics of symbols, agents, and the situations in which they interact. In this sense, there may well be greater potential for the integration of knowledge between various divisional representatives than within the divisions themselves. If our purpose is to account for the manifestations of communicative experience in human response, then the thread of continuity to which I alluded is probably significant. If that is not our purpose, however, then the finding is without importance.

In initially approaching the development of my response from a metaphorical perspective, I neglected to point out that one of the crucial differences between the object of comparison and the thing to which I compared it is that it is within our power to control the ways in which our interests diversify. Diversification per se is not undesirable, but when the functions it is intended to serve become obscure, much of the potential it possesses for advancing knowledge meaningfully is lost. At present, we stand in a position to produce knowledge for its own sake, to satisfy our individual creative impulses, or, as Alfred North Whitehead once observed, to relate "it to that stream, compounded of sense perceptions, feelings, hopes, desires, and of mental activities adjusting thought to thought, which forms our lives."[1] What choice we will make I cannot way, but as of 1977, it appears that some commonality of interest still exists even though it is becoming increasingly difficult to identify.

Footnote

[1]Alfred North Whitehead, *The Aims of Education* (New York: The Macmillan Company, 1929), p. 15.